



**Substantive Change Proposal**

**Concerning 50 Percent or More Classes Offered through Distance Education**

**Presented to the**

**Accrediting Commission for Community and Junior Colleges**

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## College of the Sequoias Substantive Change Proposal

### Concerning 50 Percent or More Classes Offered through Distance Education

#### A. A concise description of the proposed change and the reasons for it.

Currently, COS has the potential to offer 23 degrees and certificates with 50 percent or more of the classes for these degrees and certificates offered through distance education (see table below). COS students could potentially complete nearly all general education requirements through distance education classes, so distance education delivery of most of our degrees and certificates is a possibility. The addition of distance education delivery to course offerings college-wide, is without supplanting traditional, face-to-face courses.

Title	Type
Accounting (14/31)	Certificate
Law Office Clerk/Receptionist	Certificate
Real Estate	Certificate
Child Development – Assistant	Certificate
Child Development – Associate Teacher	Certificate
Fashion Merchandising	Certificate
Communication Studies	Certificate
Accounting	AS
Business	AS
Paralegal	AS
Health Education	AS
Physical Education	AS
Administration of Justice: Corrections	AS
Liberal Arts (Arts & Humanities)	AA
Liberal Arts (Communication Studies)	AA
Liberal Studies (Natural Science)	AA
Liberal Studies (Social and Behavioral Sciences)	AA
Transfer Studies (Arts & Humanities)	AA
Transfer Studies (Business)	AA
Transfer Studies (Communication Studies)	AA
Transfer Studies (Elementary Teaching Preparation)	AA
Transfer Studies (Math and Science)	AA
Transfer Studies (Social and Behavioral Sciences)	AA

The courses in the table below meet the GE requirements for our AA/AS degrees and have been approved for DE. A student could complete all GE requirements through distance education courses (19 credits).

	Area A1 (4)	Area A2 (3)	Area B (3)	Area C (3)	Area D (3)	Area E (3)
	ENGL 1 (4)	COMP 5 (4)	NUTR 18 (3)	AJ 123 (3)	AJ 11 (3)	CHLD 39 (3)
		COMM 1 (3)	GEOG 1 (3)	ANTH 4 (3)	ANTH 10 (3)	COMP 5 (3)
		COMM 4 (3)	BIO 21 (3)	ANTH 5 (3)	BUS 188 (3)	LIBR 102 (3)
			BIO 30 (4)	ART 1 (3)	CHLD 39 (3)	NUTR 18 (3)
		ENGL 2 (3)	BIO 31 (4)	ART 4 (3)	CHLD 42 (3)	PSY 1 (3)
		PHIL 20 (3)		ART 5 (3)	CHLD 160 (3)	SOC 1 (3)
		MATH 21 (4)		BUS 185 (3)	GOVT 5 (3)	
		MATH 80 (3)		MUS 1 (3)	HIST 17 (3)	
		MATH 154 (4)		MUS 10 (3)	HIST 18 (3)	
		MATH 200 (4)		MUS 11 (3)	PSY 5 (3)	
		MATH 230 (4)		MUS 13 (3)	PSY 39 (3)	
				MUS 14 (3)	SOC 1 (3)	
				PHIL 1 (3)	SOC 2 (3)	
				PHIL 20 (3)	SOC 43 (3)	
Total Credits	4	35	17	42	42	18

**B. A description of the educational program(s) to be offered and evidence that the educational purposes of the change are clear and appropriate if the substantive change involves a new educational program.**

This proposal does not involve a new educational program. Rather, our proposal encompasses multiple certificates and degrees as listed below.

**Certificates**

<b>Certificate Title and Total Credits</b>	<b>Total Certificate Units</b>	<b>Certificate Units Approved for DE</b>	<b>% of Certificate Courses Approved for DE</b>
Accounting (14/31)	31	17	55%
Law Office Clerk/Receptionist	14	11	78%
Real Estate	28	22	78%
Child Development – Assistant	6	6	100%
Child Development – Associate Teacher	12	6	50%
Fashion Merchandising	20	10	50%
Communication Studies	12	10	83%





We have identified and are monitoring those certificates that have a high potential to achieve 50% or more of the classes approved for DE, including:

<b>Certificate Title and Total Credits</b>	<b>Total Certificate Units</b>	<b>Certificate Units Approved for DE</b>	<b>% of Certificate Courses Approved for DE</b>
Legal Secretary	17	7	41%
Marketing Management	30	13	43%
Food Services Advanced Skills	21	10	48%
Food Services Intermediate Skills	14	6	42%

**A.S. Degrees**

<b>Title</b>	<b>Total Degree Units</b>	<b>Units approved for DE (includes major and GE courses)</b>	<b>% of Certificate Courses Approved for DE</b>
Accounting	60	36	60%
Business	60	32	53%
Paralegal	60	30	50%
Health Education	60	31	52%
Physical Education	60	33	55%
Administration of Justice: Corrections	60	31	52%

We have identified and are monitoring those A.S. degrees that have a high potential to achieve 50% or more of the classes approved for DE, including:

<b>Title</b>	<b>Total Degree Units</b>	<b>Units approved for DE (includes major and GE courses)</b>	<b>% of Certificate Courses Approved for DE</b>
Business Management	60	29	48%
Computer & Information Systems	60	29	48%
Child Development	60	27	45%

Consumer/Family Studies	60	25	42%
Fashion Design	60	25	42%
Fashion Merchandising	60	29	48%
Administration of Justice: Law Enforcement	60	28	47%
Human Services	60	29	48%

### AA Degrees

<b>Title</b>	<b>Total Degree Units</b>	<b>Units approved for DE (includes major and GE courses)</b>	<b>% of Certificate Courses Approved for DE</b>
Liberal Arts (Arts & Humanities)	60	37	61%
Liberal Arts (Communication Studies)	60	39	65%
Liberal Studies (Natural Science)	60	34	56%
Liberal Studies (Social and Behavioral Sciences)	60	37	61%
Transfer Studies (Arts & Humanities)	60	37	61%
Transfer Studies (Business)	60	37	61%
Transfer Studies (Communication Studies)	60	34	56%
Transfer Studies (Elementary Teaching Preparation)	60	37	61%
Transfer Studies (Math and Science)	60	37	61%
Transfer Studies (Social and Behavioral Sciences)	60	37	61%

We have identified and are monitoring those A.A. degrees that have a high potential to achieve 50% or more of the classes approved for DE, including:

<b>Title</b>	<b>Total Degree Units</b>	<b>Units approved for DE (includes major and GE courses)</b>	<b>% of Certificate Courses Approved for DE</b>
Art	60	25	42%

Communication Studies	60	29	48%
English	60	28	47%
Liberal Studies (Health and Physical Education)	60	25	42%

**C. A description of the planning process which led to the request for the change, how the change relates to the institution’s stated mission, the assessment of needs and resources which has taken place, and the anticipated effect of the proposed change on the rest of the institution.**

The people of Kings and Tulare counties are underserved in easy access to higher education compared to most of California’s population. The COS mission (revised and approved by the Board of Trustees in 2007) includes the goal “to help our diverse student population achieve their transfer and, or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.” As our distance education enrollment growth (from approximately 78 online/hybrid enrollments in Fall 2007 to approximately 3600 online/hybrid enrollments in Spring 2010) suggests, distance education, especially in the form of online or hybrid classes, provides critical access to college classes to those living in the COS district which encompasses an immense geographic range with widely scattered communities from Giant Forest in the Sequoia National Park, to Alpaugh and Sultana in the San Joaquin Valley. Many of our online students select online classes due to challenges with reliable regional transportation, family, and work obligations that make it difficult to attend classes on campus at particular times of the day.

College of the Sequoias (COS) has offered distance education classes since 1995 initiated by a handful of dedicated faculty. Distance education class enrollments continued to grow over the decade between 1995 and 2005 and in response to the charge of the framers of the COS Educational Master Plan (2005-2006), the college examined growth in distance education with the intention to “...increase student access as well as the ability of COS to advance the economic growth and global competitiveness of businesses within our District (p. 50)”. COS identified our commitment to meeting the educational needs of our students in our Accreditation Self Study (2006) and Accreditation mid-term report of 2009 by describing our courses and programs offered at numerous sites, at different times, and using different distance education methodologies. To advance the implementation of the Master Plan and to support the needs of our students as identified in our Accreditation Self Study and Five-Year Strategic Plan, the College created and filled a full-time faculty position, Distance Education Coordinator (DEC), in Fall 2007. COS faculty has responded positively to the College’s commitment to distance education by increasing distance education course offerings from 27 online courses in the 2005-2006 academic year to 113 online courses in 2009-2010.

Distance education (DE) is included in our five-year Strategic Plan, Program Review, and Accreditation Self Study. Resource allocation is tied to program review. As we continue our distance education growth, we anticipate continuing to implement existing policies and procedures. All departments are required to submit curriculum revisions including Distance Learning Addendum (DLA) for their courses. The Distance Education at COS committee

(DECOS) recommended a revision to the existing DLA during the 2008-2009 academic year. The revision was approved by the Curriculum Committee and then approved by the Academic Senate. All courses continue to be separately approved for distance education delivery through the Curriculum Committee. The Distance Education Coordinator (DEC) approves the DLA based on our approved regular and effective contact policy, among other criteria.

Divisions continue to be responsible for the development of programs and curriculum that meet the distance educational needs of students. The decision to offer courses at a distance are made at the division level including the identification of appropriate modalities of delivery and suitability for distance education courses for each individual certificate and degree. The DEC is available for consultation to assist in these types of decisions. In the Program Review process, all divisions are required to examine success and retention data for distance education sections and compare to non-distance sections of the same course. Additionally, all divisions engage in the process of developing and assessing course outcomes to inform instructional decisions.

The College has adopted the exemplary model of the Business Division in developing the potential for distance education delivery. The Division Chair provided a summary of the Business Division's exemplary planning process as follows:

1. As a group, the COS faculty recognized early on where education was going, heeded the advice of several early-adopters here on campus and re-wrote much of the curriculum to include a Distance learning component to offer their students the option of online learning.
2. Philosophically, instructors recognize that students appreciate the flexibility of pedagogically sound online classes.
3. 80 of our instructors, both full-time and adjunct, have been certified to teach online classes.
4. The number of courses approved for DE has increased from one in Spring 2005 to 113 in Spring 2010.
5. Our fill rates also show that online courses are always among the first to fill.
6. Initially, many of the students taking online classes were working adults. We have even started a Weekend College program that meets on Saturdays and incorporates the convenience of online in a hybrid format for some classes. The opportunity to expand to 50% or more is one reason we seek this approval. However, more and more "mainstream" day students are taking online courses in addition to their conventional face-to-face classes.
7. Many of our instructors still believe in the value of at least one face-to-face orientation beginning with the first day of class and have incorporated that into their schedules to serve our service-area students.
8. As more students become computer literate and expect more online offerings, it is anticipated that online offerings will continue to rise.
9. We also believe (along with our college president, Dr. Scroggins) that there will be a big demand for a 100% online Business AA degree, along with certificates.

**D. Evidence that the institution has provided adequate human, management, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality**

COS administrative and academic leadership have made a commitment to support distance education. The College created and filled the Distance Education Coordinator (DEC) position in 2007. The DEC reports to the Vice President for Academic Services, is a member of several key College committees, including the Academic Senate, the Distance Education Committee (chair), the Curriculum Committee, Technology Committee, Program Review Committee, Institutional Planning, Faculty Enrichment (Chair), and Instructional Council. Through continued communication efforts of faculty, administration, staff, and students, COS is positioned to offer high quality distance education classes along with our traditional face-to-face classes. We embrace the challenges and satisfaction this change in our mode of course delivery brings.

COS has made a major investment in the adoption (summer 2009) of the newest version of Blackboard Enterprise course management system used by the majority of the 113 online/hybrid classes offered in the spring 2010 semester along with approximately 100 instructors (both full-time and adjunct) who use Blackboard to enhance their face-to-face instruction. The financial obligation of COS to support distance education is further addressed below in the discussion of Eligibility Requirements. The Academic Senate subcommittee, Distance Education at COS (DECOS) was involved in a two-year discovery and evaluation project which resulted in a recommendation to the Senate for the adoption of the Blackboard system. The Academic Senate subsequently recommended to the District that we adopt the Blackboard system, and the District acted upon the DECOS recommendation. DECOS surveys faculty and students regularly to gauge satisfaction with the Blackboard system.

Faculty development opportunities include workshops focused on effective teaching using technology, especially the Blackboard system. Faculty development opportunities also include workshops in online teaching. Multiple workshops are offered each month of the academic year (workshop calendars are available for view at [http://www.cos.edu/view\\_page.asp?nodeid=2564&parentid=948&moduleid=1](http://www.cos.edu/view_page.asp?nodeid=2564&parentid=948&moduleid=1) ). Workshop topics address instruction in the online and face-to-face classroom and include the following:

- Blackboard
  - Managing Content
  - Assessments
  - Assignments
  - Using Tools
  - Grade Center
- On Course
- Basic Skills Course Assessment
- Online Educational Resources
- PowerPoint

- Excel
- Learning Disabilities
- Using Groups Effectively
- Using Rubrics to Support Assessment
- Copyright and Fair Use in the Classroom
- Using the Multiple Intelligences Theory to Enhance Your Teaching
- Introduction to Online Teaching

The DEC disseminates information about distance education training opportunities available to faculty from state and national resources. The DEC also actively provides curriculum resources to faculty through email messages, as well as through COS Faculty Resources in Blackboard (Bb).

The COS District and the Teachers' Association (COSTA) agreed to an online certification requirement in the spring of 2009 that requires an instructor have certification to teach online. An Academic Senate subcommittee, Distance Education at COS (DECOS), developed and approved an online teaching certification program for faculty who wish to teach online or hybrid classes. The first group of 27 COS instructors (12 full-time faculty and 15 adjunct instructors) will complete the program in the summer of 2011.

The Distance Education at COS committee meets each month and addresses issues of distance education policies, procedures, and pedagogy to maintain the integrity of DE learning for our students. Members comprise a wide selection of faculty, staff, and administrators from across the campus. The development of quality teaching faculty and quality distance education courses is the highest priority for the committee. Committee members provide teaching showcases at each meeting and share resources.

According to a Spring 2008 Distance Education Student Satisfaction Survey, 12% of the students responding used computers on campus and more than 85% used a computer at home for their online courses. For the 12% of distance education students who use COS computers for their distance education classes and the additional thousands of students who use COS computers for their course work, the Computer Services department provides technical support for computers on campus. The DEC collaborates with Computer Services and advocates for on-campus computer access for distance education students.

We have two Interactive TV (ITV) classrooms on the Visalia campus and one at Hanford. We have 64 smart classrooms with computers, document cameras, and projection systems. Instructors in hybrid courses that meet face-to-face occasionally display images from document cameras, show media and computer files, and go online and display web pages. The Instructional Media department supports faculty with media production (e.g., video, audio, PPT) and storage (e.g., Instructional Media server, iTunes University). The Distance Education Coordinator (DEC) provides technical support to faculty for Blackboard (Bb) management purposes (e.g., user management, Bb feature management). The DEC also provides support for Microsoft applications

when necessary. The Distance Education at COS committee, DECOS, a permanent subcommittee of the Academic Senate, regularly addresses technical support issues related to distance education on-campus resources and makes recommendations to the College concerning these issues.

**E. Evidence that the institution has received all necessary internal or external approvals. The proposal should state clearly what faculty, administrative, governing board, or regulatory agency approvals are needed and evidence that any legal requirements have been met.**

All distance education courses receive separate Distance Education Coordinator (DEC) and Curriculum Committee approval for Distance Education delivery of any course. The DEC and the Curriculum Committee must approve a Distance Learning Addendum (DLA) that addresses regular and effective contact, how a class promotes the college mission, adaptations of delivery for the online environment. Once passed by the DEC and Curriculum Committee, all curriculum proposals require subsequent Board of Trustees approval of Curriculum. The DLA reads as follows:

**DLA**

Course Number: Course Title:

Hybrid

Online

Address the following questions:

**Need/Justification**

**How does the DE delivery of this class support the mission of the College?**

College of the Sequoias affirms that our mission is to help our diverse student population achieve

their transfer and/or occupational objectives and to advance the economic growth and global

competitiveness of business and industry within our region.

College of the Sequoias is committed to supporting students' mastery of basic skills and to

providing programs and services that foster student success.

**Course Quality Standards:** The same standards of course quality shall be applied to distance

education as are applied to traditional classroom courses (Title 5, 55202). Identify any instructional method in the original course outline that must be adapted for distance education delivery. If there is a difference between instructional methods in a traditional face-to-face class and distance education delivery of the class, explain how you will maintain the quality of instruction. For example, if the original course outline calls for debate, how will you arrange for debate in the distance education environment?



### **Regular, effective contact:**

Please describe how you will ensure and document regular, effective contact with and among your students. Please include information about the types and frequency of your communication, including feedback to students on assignments, notifying students about how to contact you, notifying students about any unexpected instructor absence or expected delay in communications.

Please refer to the COS Regular Effective Contact Policy.

- Chat room -
- Discussion area/bulletin board -
- E-mail -
- Frequently Asked Questions -
- Group Sessions -
- Orientation Sessions -
- Telephone Conferencing -
- Voice Mail -

The following Regular, Effective Contact Policy for Online Classes was approved by the Academic Senate in 2009 and is used to support Curriculum Committee review of distance education courses.

#### Background

*District governing boards shall ensure that: Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (Title 5 §55204 Instructor Contact)*

#### Purpose

The purpose of the regular, effective contact policy is to provide faculty with the recommendations of the Distance Education at COS Committee (DECOS) for assuring high quality online education Any changes to this policy will be made in collegial consultation between the Academic Senate and COSTA.

Effective contact features include those that:

- are instructor-initiated
- are outlined in the syllabus
- enable student-instructor contact
- are timely (as outlined in the syllabus)
- use available acceptable contact methods
- are documented



Recommended minimum contact standards for online courses:

- It is the responsibility of the instructor in an online course to initiate regular contact with enrolled students. Initiate means that the instructor facilitates the beginning of instructor-student interaction. For example, the instructor posts an announcement on the course management system. The instructor's and/or department's policy describing the frequency and timeliness of instructor-initiated contact, instructor feedback, and student responsibility, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason, notification to students, including when students can expect regular effective contact to resume, should be made through typical course communication channels.
- The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. It is recommended that instructors have a threaded discussion that is set aside for general questions about the course and weekly or other question and answer sessions available to students.
- For online courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Acceptable interactions include:
  - email correspondence; threaded discussion forums with appropriate instructor participation; weekly announcements in the course management system; timely feedback for student work; face-to-face classroom encounters, orientations, and review sessions; field trips; correspondence via the U. S. Postal Service; online interactions via chats, discussions, or other appropriate online technology; phone; and videoconferences. It is important to document regular effective contact and how it is achieved. Documentation may include email archives, discussion board archives, anecdotal records, and inclusion of information in applicable syllabus and/or curriculum outlines of record on the type and frequency of interaction appropriate to each online course/section or session. Standards for documentation may be established by individual divisions, departments, and individual instructors.

**F. Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail.**

Authority

The College of the Sequoias is a fully accredited comprehensive two-year community college. The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. College of the Sequoias is listed in the directories of the United States Office of Education, American Council on Education and is a part of the California Community Colleges system. The University of California and the California State University systems, as well as other public and private colleges and universities, grant credit for transfer courses completed at College of the Sequoias. The addition of offering online degrees and certificates does not adversely impact the authority of COS.

Mission

Distance education at COS supports the College mission, which reads:

College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement. College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

The Mission statement was adopted by the Board of Trustees on May 14, 2007. The Mission Statement is published in the General Catalog, the Schedule of Classes, the College website, and is displayed in many offices around campus. The addition of offering online degrees and certificates is designed to serve the students who are in remote locations of our service area who would not otherwise have adequate access.

Governing Board

The Board of Trustees of the College of the Sequoias consists of five elected representatives from the five geographical wards that comprise the District. The Board of Trustees is the policy making body of the College. The Board of Trustees *Policy Manual* contains policies, duties, responsibilities, ethical conduct requirements, and structure and operating procedures for the Board. The Board of Trustees is responsible for establishing the policies that ensure the quality and effectiveness of student learning programs and services, and to maintain the financial stability of the District. No member of the Board of Trustees is employed by the District. The Distance Education Coordinator presents an annual report on Distance Education at COS to the Board of Trustees. Policies are regularly reviewed by our Board to ensure alignment with our College mission.



## Chief Executive Officer

The Superintendent/President of College of the Sequoias is Dr. William Scroggins. Dr. Scroggins was appointed by the Board of Trustees effective July 1, 2006. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board under the Education Code 70902 and 72400, under Title V regulations and Board Policy 1095. Dr. Scroggins was instrumental in initiating the establishment of the position of Distance Education Coordinator at the College. He has been extremely supportive of growth in online classes through faculty-driven, institutionalized processes.

## Administrative Capacity

The administrative staff is outlined in the organizational charts for the College. The College has sufficient administrative capacity. All administrative personnel meet or exceed the minimum qualifications for the positions they hold. The Vice-President for Instruction (VPI) sits on the Curriculum Committee and is also the administrator over distance education. The Distance Education Coordinator (DEC) reports to the VPI. The VPI promotes a vision of distance education through faculty-driven institutionalized processes. Administrative Policy 4105 supports distance education by addressing procedures for course approval, faculty selection and workload, ongoing responsibility of the District to report MIS data, and regular reporting to the Board of Trustees.

## Operational Status

College of the Sequoias Community College District is in its eighty-fifth year of operation. The College offers courses at the main campus, the College Farm, the Hanford Center, and in various high schools throughout the District. In the Fall 2010, COS served over 13,000 (unduplicated headcount) students, including over 3000 enrollments in distance education classes.

## Degrees

College of the Sequoias offers 162 Associate of Arts/Science degree and vocational certificates. The requirements for these degrees and certificates are published in the General Catalog, are available on the College's website, and are available as "Major Sheets" from the Counseling Division. The College does not currently offer any degrees or certificates 50% or more online but is seeking approval to offer programs that are attainable with over 50% online.

## Educational Programs

All certificate and degree programs at the College of the Sequoias are listed in the General Catalog. These programs have been developed by specific departments and approved by the Campus Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor's Office. Each program is in a recognized postsecondary field of study and contains

sufficient content and rigor. In addition, each program meets the mission of the College "...to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region." The College also provides instruction in English and mathematics basic skills and in English as a Second Language. These courses help the College meet its mission "...to supporting students' mastery of basic skills and to providing programs and services that foster student success." Distance education is integrated into existing degree and certificate programs congruent with the College mission. All distance education courses have identified student outcomes, have separate approval process from the Curriculum Committee, have comparable rigor as face-to-face classes, and are assessed in Program Review.

### Academic Credit

College of the Sequoias awards credit for coursework using the Carnegie Standard, as defined in Title 5 of the California Education Code, as a minimum. Generally, one unit of academic credit is awarded for one hour of lecture/discussion per week. A minimum of three hours of laboratory per week is equivalent to one unit of credit. Distance education courses require the same rigor and transferability that leads to awarding of academic credit.

### Student Learning and Achievement

College of the Sequoias develops and assesses student learning outcomes for its courses and programs, including distance education courses, as part of the Program Review process. Program Review is tied to resource allocation. Required analysis of student learning as part of the Program Review process is designed to lead to continuous quality improvement. In 2010-2011, the College created and staffed a full-time faculty coordinator position to lead curriculum and student outcomes efforts across the entire College.

### General Education

All degree programs at College of the Sequoias require the completion of nineteen units of general education. At least three units are chosen from each general education area: Written Communication; Oral Communication and Analytical Thinking; Natural Science; Humanities; and Social/Behavioral Science. Nine units are chosen from subject requirements: Information Competency; Dance, Intercollegiate Athletics or Physical Education activity courses; and Health and Wellness. The Campus General Education and Curriculum Committees are responsible for the approval of courses that meet these requirements. Courses that meet these area requirements are listed in the General Catalog. The General Catalog also includes the College's philosophy of general education. Distance education courses support students earning their General Education credits by offering alternative modes of delivery which increases student access and success.

### Academic Freedom

The College of the Sequoias Community College District affirms and supports the basic principles of Academic Freedom as enumerated in the Association of American University

Professors 1940 Statement of Principles of Academic Freedom, Sections (a), (b), and (c) and as approved by the Academic Senate on April 14, 1999.

- a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
- c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

These academic freedom principles are exercised and respected through our distance education courses.

### Faculty

As of Spring 2011, the College of the Sequoias employed 159 full-time faculty and 353 part-time faculty. All faculty meet the minimum qualifications for employment as outlined in the Hiring Policy. All full-time faculty and their degrees are listed in the *General Catalog*.

Faculty duties and responsibilities are described in the COSTA Master Agreement (distributed to each faculty member and available online). 80 full-time and adjunct faculty are already qualified to teach online classes. The College and the COS Teachers Association agreed to an online teaching certification requirement in April 2009. The DEC and the Distance Education at COS committee (DECOS) developed and approved an in-house certification program. 27 full-time and adjunct faculty will participate in the online teaching certification program during the summer of 2011. This requirement, supported by both the District and the Faculty, demonstrates our commitment to quality distance education.

### Student Services

The College of the Sequoias provides a comprehensive set of student services to all students, including online students. These services are described in the General Catalog, the Schedule of Classes, the College's website, and through the online orientation. The College offers many programs that serve the general student body (Academic Counseling, Financial Aid, Student Health Center, Transfer/Career Center), as well as specialized services designed for certain student populations (Disability Resource Center, Extended Opportunity Programs and

Services/Cooperative Agencies Resource for Education, CalWORKS). The student services support student learning and assist students with their matriculation.

Distance Education students have reasonable and adequate access to the range of student services appropriate to support their learning. Student Services information, such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The college catalog is available online. The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the “Ask a Librarian” service. Online tutoring will be available beginning in the Fall 2011 semester. We have also established a Student Computer Helpdesk available online and staffed during LRC hours. Periodically, we conduct online student satisfaction surveys to gather student’s perceptions of their online learning experience. Data collected from the survey is used to improve services to online students. Faculty have individual pedagogical and technical support from the Distance Education Coordinator (DEC). The DEC periodically meets with counseling staff to provide information and training to support online student success.

We have an online orientation to distance education at COS and an online survey of distance education learning readiness (Is Online Learning for Me?) available to students to assess the extent to which a student has the background, knowledge and technical skills required to undertake and successfully complete a distance education course or courses. Instructors are encouraged to direct students to readiness tools and activities as they begin their classes each semester, and faculty development opportunities are available that include workshops in student readiness and retention strategies to assist our online students. The DEC has developed and launched a collection of web pages available to students linked from the COS home page as COS ONLINE ([http://www.cos.edu/view\\_page.asp?nodeid=1259&parentid=1174&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=1259&parentid=1174&moduleid=5)). These pages include the following:

- Link to Blackboard (Bb);
- instructions for logging in to Bb;
- distance education frequently asked questions (FAQ);
- faculty contact list;
- distance education program definition and contact information;
- a student readiness survey;
- a student orientation to distance education and technology at COS;
- and links to student services.

## Admissions

College of the Sequoias’ admissions policy and procedures are clearly outlined in the General Catalog, the Schedule of Classes, and on the College’s website. In general, students must be 18 years or older and have graduated from high school or successfully completed the California High School Proficiency Examination or the General Education Development Test. The College may admit students under 18 years of age if there is evidence that the student will benefit from



college level instruction. The same admissions and registration policies apply to distance education students, who may apply and register online.

### Information and Learning Resources

The College of the Sequoias has a Learning Resource Center on the Visalia campus. This center includes a library, Tutorial Center (including online tutoring), Computer Commons, computer classroom, and distance education classroom for interactive television classes. A satellite library with computers and reference books is maintained at the Hanford Center. A Math Lab is available to students as part of the Tutorial Center.

The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the “Ask a Librarian” service, and online tutoring. We have also established a Student Computer Helpdesk available online and staffed during LRC hours.

### Financial Resources

College of the Sequoias is a publicly funded institution. The majority of the unrestricted financial resources at the College’s disposal are derived from a State mandated revenue limit. Financial resources arrive in the form of local taxes, student enrollment fees and an apportionment from the State. The College has an established budget development process that includes the publication of a *Budget Book*, which is the Final Budget. The VP of Administrative Services, the President’s Cabinet and the Institutional Budget Committee are involved in this process.

The College also receives financial resources that are restricted in their use, such as financial aid from the federal government. The College has also been the recipient of numerous State, Federal and privately funded grants. The College of the Sequoias has a COS Foundation which raises funds for use by programs and services.

The College has committed permanent funding for Blackboard, our online course management system, a computer services technician for on-site technical support, and a full-time tenured faculty member to coordinate distance education activities on campus. These are reflected in our annual and projected budgets.

### Financial Accountability

The College of the Sequoias undergoes an annual external audit. The audit reviews both funds and processes in order to determine compliance with established accounting and reporting standards. The most recent audit, June 2010, noted no “material weaknesses” in internal control of financial reporting and operations and that the College “complied in all material respects” to Federal and State laws and regulations.

### Institutional Planning and Evaluation



In Fall 2009, the Institutional Planning Committee (IPC) was charged to develop a five year Strategic Plan for the College of the Sequoias. With the desire to make this a participatory process we (the IPC) received input and feedback from faculty, staff, students, and four of the communities we serve: Corcoran, Hanford, Tulare, and Visalia.

We started with six areas of focus that were established as Institutional Goals for 2006-2009. In December 2009, we assembled about 40 COS employees to refine and define those six areas of focus to be: Student Access, Students' Success in Completing their Education, Students' Mastery of Basic Skills, Effective and Efficient College Practices, Students as Citizens of a Global Community, and Economic Growth for Tulare and Kings Counties. These six formed the foundation of our Strategic Plan.

In January 2010, College of the Sequoias' Spring Convocation was focused on faculty and staff input to develop objectives and measureable outcomes for the six areas of focus. Over the course of the next five months, the plan was augmented, changed, and enhanced based on input from college groups, units, and programs, as well as community and student forums held during February through early April, 2010.

One of our driving tenets for the Strategic Plan is that it be a dynamic foundation for how the college will establish goals down to the program level for the next five years. In doing so, the Strategic Plan is a framework for the tactical plan which establishes how we will make the Strategic Plan operational. The tactical plan identifies different committees, work areas, initiatives, and grants across the campus that are responsible for developing action plans within the scope of their work to accomplish our strategic plan's measureable outcomes. Distance education is integrated into many tactical plans. Work on the tactical plan began with the Administrators' Retreat in early June 2010.

Additionally, as a dynamic document, the Strategic Plan will be reviewed annually by all college participatory groups, students, and our communities to maintain currency and effectiveness, with the understanding that the plan may be modified by the Institutional Planning Committee based on input of participatory groups and approved by the College Council as needed.

Because our focus is on student success, there are overlapping themes that are addressed in more than one of the six areas of focus, which the tactical plan will address. An interesting note, which hopefully indicates that as a campus we are united in thought, is that many of the goals, objectives and outcomes developed in the strategic planning process were parallel to those developed separately through our "Achieving the Dream" process. We have incorporated the "Achieving the Dream" inquiries and discoveries into the strategic plan.

The College is in the process of aligning the Strategic Plan's objectives and outcomes to the Accrediting Commission for Community and Junior Colleges' Accreditation Standards. This alignment will help facilitate our accreditation self evaluation and visit over the next two years. Additionally, all programs, including those with distance education courses, will align with the Strategic Plan during their annual and 5-year comprehensive Program Review process. Selection and review of distance education course quality and suitability is addressed in Program Review, by the DEC, Curriculum Committee, Academic Senate, and the Board of Trustees.



## Public Information

The College of the Sequoias strives to present itself accurately in all of its printed and electronic publications. The *General Catalog* is published bi-annually and contains all key information students require to enroll and matriculate through the College. There is an extensive review of the Catalog prior to publication to ensure currency and accuracy. The College's website is updated frequently as needed. The *Schedule of Classes* is published twice each year and includes some of the information found in the *General Catalog*. Distance education information is made available in the catalog and The College has a Public Information Officer that coordinates the dissemination of information to District constituencies. Both the schedule and the catalog are available online.

## Relations with the Accrediting Commission

The College of the Sequoias is committed to adhering to all ACCJC accreditation eligibility requirements and standards, and to accurately portraying itself to the Commission. The College publishes a general statement of accreditation in its *General Catalog*.

The Vice President Academic Services has been delegated as the Accreditation Liaison Officer and is responsible for ensuring all necessary reports, documentation and evidence of compliance is provided to ACCJC in a timely fashion. Through the office of the Vice-President for Instruction and in collaboration with the Distance Education Coordinator reporting in compliance includes distance education components where applicable. The College of the Sequoias has responded to all recommendations and requests for reports from ACCJC.

Some programs at the College undergo their own accreditation process. One such example is the Nursing program which is reviewed by the State Board of Registered Nurses.

**G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail.**

## Standard I

The people of Kings and Tulare counties are underserved in easy access to higher education compared to most of California's population. The COS mission (revised and approved by the Board of Trustees in 2007) includes the goal "to help our diverse student population achieve their transfer and, or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region." As our distance education enrollment growth (from approximately 78 online/hybrid enrollments in Fall 2007 to approximately 3600 online/hybrid enrollments in Spring 2010) suggests, distance education, especially in the form of online or hybrid classes, provides critical access to college classes to those living in the COS district which encompasses an immense geographic range with widely

scattered communities from Giant Forest in the Sequoia National Park, to Alpaugh and Sultana in the San Joaquin Valley. Many of our online students select online classes due to challenges with reliable regional transportation, family, and work obligations that make it difficult to attend classes on campus at particular times of the day.

Distance education (DE) is included in our Institutional Planning five-year strategic plan, Program Review, and Accreditation Self Evaluation. Resource allocation is tied to program review. Divisions, including the Learning Resource Center (library) continue to identify and develop programs and services for students based on their assessed needs. Divisions determine suitability of distance education delivery and then propose separate distance learning approval to the Curriculum Committee which approves the distance learning addendum (DLA) for any course. All programs are involved in development, assessment, and analysis of SLO, regardless of whether the course is taught in distance education modality. Each division conducts a 5-year comprehensive Program Review and subsequent annual updates to examine and address division-wide course quality issues, suitability of distance education delivery of curriculum, identification of student interest in and satisfaction with distance education offerings. The following data are examined in each program's comprehensive five-year review and annual update for both online courses and face:

#### Student Success Data

- Class size
- Student course completion rates/data
- Online pass rate compared with seat-time pass rate
- Student data collection and analysis
- Use of student data for improvement

#### Quality Assurances

- Academic integrity and student authentication
- Comparison of course content between online and seat-time courses
- Faculty online teaching capability (requires online certification)
- Student capability for online delivery (Is online learning for me? Survey and orientation)
- Comparison of faculty and student support services
- Faculty and student learning assessment systems
- Course outcome assessments
- Integration with institutional mission and strategic planning

## **Standard II**

### **IIA. Instructional Programs**

In keeping with the College Mission, distance education, especially in the form of online or hybrid classes, provides critical access to college classes to those living in the COS district which encompasses an immense geographic range with widely scattered communities from Giant Forest in the Sequoia National Park, to Alpaugh and Sultana in the San Joaquin Valley. Many of

our online students select online classes due to challenges with reliable regional transportation, family, and work obligations that make it difficult to attend classes on campus at particular times of the day.

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#### Student Success Data

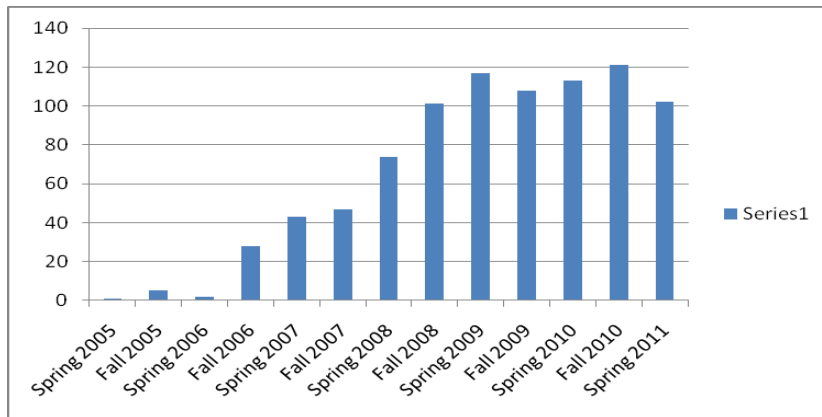
- Class size
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#### Quality Assurances

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- Student capability for online delivery (Is online learning for me? Survey and orientation)
- Comparison of faculty and student support services
- Faculty and student learning assessment systems
- Course outcome assessments
- Integration with institutional mission and strategic planning

DECOS, the Senate subcommittee on Distance Education, acts as a college-wide advisory committee on distance education. Members are from many academic divisions across campus, including Business, Social Sciences, Math, Language Arts, and Nursing. Members include staff and administrators, as well. Many of the faculty members on DECOS are experts in online teaching with many years of experience and training. The committee's highest priority is to promote quality teaching and learning. Each DECOS member provides support to colleagues in their divisions. DECOS reports to the Senate regularly and makes recommendations concerning distance education policy and procedures.

The number of distance education course offerings has grown tremendously as shown in the chart below:



Distance education is described in the catalog and online at COS Online as follows:

*The mission of Distance Education at COS is to extend educational opportunities to a diverse population of students who prefer or have need of alternative methods of delivery in our service delivery. These approaches to instruction outside the traditional classroom setting provide greater opportunities for students to obtain the education they need to achieve their goals, while continuing with demanding personal and employment schedules.*

*Distance education is: Any part of the course’s planned instruction occurring when students and instructor are separated by distance and interact through the assistance of communication technology. At COS, we offer two different types of distance education: Online/hybrid and Interactive TV (Synchronous).*

*Online/Hybrid: A course where any portion of the instructional time is provided through online (Internet) technology, in addition to or instead of face-to-face interaction between the instructor and student, Most of our online classes are taught with Blackboard. Please see the Logging into Blackboard link on this site to learn how to log in to Blackboard. For specific instructions about your class, click on the CRN in the online schedule and contact your instructor.*

*We have three variations of online/hybrid classes here at COS:*

- 1. Online with no face-to-face meetings*
- 2. Online with one orientation meeting*
- 3. Hybrid - with a combination of face-to-face meetings and online facilitation*

*Interactive TV (Synchronous): Classes taught with two-way TV at specific times at either the main campus or at the Hanford Center.*

*Distance education courses transfer to four-year colleges and universities exactly like traditional classes held on campus. The coursework is equally rigorous. It is important to remember that success in distance learning classes will mean hard work on your part, plus good time management skills.*

*Orientation: If you are thinking about taking an online class, a special orientation can be viewed online. From the COS Website, link to Distance Education through the Featured Links. Click on “Distance Education and Technology Orientation.”*

*For more information, check our web page at: <http://www.cos.edu> or contact our Distance Education Coordinator, Dr. Deborah Nolan, in the Learning Resource Center (Lodgepole Building).*

Student Authentication - Student authentication in online courses is accomplished through Blackboard login procedures and complies with the current Higher Education Act. Students are assigned a College of the Sequoias identification number, which becomes the student’s Blackboard username. Students are also assigned a randomly generated initial Blackboard password. The student must be able to log in to the Banner student information system to retrieve their Blackboard login information.

The College of Sequoias has comprehensive policies on academic honesty and student conduct which are available online, through orientation, our General Catalog, and the Schedule of Classes. These policies apply to both face-to-face students and online students and are institutionally supported by Board policy and administrative procedures.

Students who do not reside in the United States or are not U.S. nationals follow the same admissions policies as do U.S. residents.

### **IIB. Student Support Services.**

Students have reasonable and adequate access to the range of student services appropriate to support their learning. Student Services information, such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The college catalog is available online. The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the “Ask a Librarian” service. Online tutoring will be available beginning in the Fall 2011 semester. We have also established a Student Computer Helpdesk available online and staffed during LRC hours. Periodically, we conduct online student satisfaction surveys to gather student’s perceptions of their online learning experience. Data collected from the survey is used to improve services to online students. Faculty have individual pedagogical and technical support from the Distance Education Coordinator (DEC). The DEC periodically meets with counseling staff to provide information and training to support online student success.

We have an online orientation to distance education at COS and an online survey of distance education learning readiness (Is Online Learning for Me?) available to students to assess the extent to which a student has the background, knowledge and technical skills required to undertake distance education. Instructors are encouraged to direct students to readiness tools and activities as

they begin their classes each semester, and faculty development opportunities are available that include workshops in student readiness and retention strategies to assist our online students. The DEC has developed and launched a collection of web pages linked from the COS home page as COS ONLINE ([http://www.cos.edu/view\\_page.asp?nodeid=1259&parentid=1174&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=1259&parentid=1174&moduleid=5)). These pages include the following:

- Link to Blackboard (Bb);
- instructions for logging in to Bb;
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- faculty contact list;
- distance education program definition and contact information;
- a student readiness survey;
- a student orientation to distance education and technology at COS;
- and links to student services.

### **Standard III**

#### **A. Human Resources**

In terms of human resources, the College has created and filled the Distance Education Coordinator (DEC) position. The DEC is a full-time, tenured faculty member whose responsibilities include faculty development and mentoring, developing and guiding faculty to resources to enhance their teaching, supporting distance education policy development, and providing course management system (Blackboard) technical and administrative support. The College has assigned a Computer Services technician to support Bb technical management. Additionally, the College staffs a student computer helpdesk to support online student technical issues.

Currently, there are 80 full-time and adjunct faculty who qualify to teach distance education classes. The College and the COS Teachers Association agreed to an online teaching certification requirement in April 2009. The DEC and the Distance Education at COS committee (DECOS) developed an in-house certification program. 27 full-time and adjunct faculty will participate in the online teaching certification program during the summer of 2011.

All new faculty are able to participate in a comprehensive orientation to the College, including learning about technology. The College FLEX program comprises multiple faculty development opportunities for all faculty, including distance education instructors. A sample of workshop offerings is listed below:

- Reaching the hard-to-reach student: students with learning disabilities
- Blackboard technical training
- Online teaching pedagogy
- Copyright and fair use in the classroom
- Online educational resources
- Using Bloom's Taxonomy to improve critical thinking

- Teaching with the Multiple Intelligences in Mind
- Universal Design for Learning
- Using your library

## **B. Physical Resources**

We currently do not offer any of our certificates or degrees 50% or more online, but we are proposing to do so District-wide, including our main Visalia campus, our Hanford Center, and our Tulare Center (under construction).

According to a Spring 2008 Distance Education Student Satisfaction Survey, 12% of the students responding used computers on campus and more than 85% used a computer at home for their online courses. For the 12% of distance education students who use COS computers for their distance education classes and the additional thousands of students who use COS computers for their course work, the Computer Services department provides technical support for computers on campus. The DEC collaborates with Computer Services and advocates for on-campus computer access for distance education students.

We have two Interactive TV (ITV) classrooms on the Visalia campus and one at Hanford. We have 64 smart classrooms with computers, document cameras, and projection systems. Instructors in hybrid courses that meet face-to-face occasionally display images from document cameras, show media and computer files, and go online and display web pages. The Instructional Media department supports faculty with media production (e.g., video, audio, PPT) and storage (e.g., Instructional Media server, iTunes University). The Distance Education Coordinator (DEC) provides technical support to faculty for Blackboard (Bb) management purposes (e.g., user management, Bb feature management). The DEC also provides support for Microsoft applications when necessary. The Distance Education at COS committee, DECOS, a permanent subcommittee of the Academic Senate, regularly addresses technical support issues related to distance education on-campus resources and makes recommendations to the College concerning these issues.

## **C. Technology Resources**

COS physical and technology resources also support DE with multiple computer labs on campus, Blackboard (hosted off-site by Blackboard), a computer network (including wireless), printing, online library catalog and databases. A subcommittee of our College Council, the Technology Committee, meets regularly to discuss and evaluate how well the College technology systems meet the needs of our students. The Distance Education Coordinator (DEC) is a member of the committee and advocates for technology improvements related to distance education. A subcommittee of the Academic Senate, Distance Education @ COS (DECOS) meets regularly to discuss and evaluate how well the College technology systems meet the needs of our distance education students. DECOS members represent a wide range of academic divisions across campus and help the committee advocate for technology to support students based on the analysis and evaluation of their online courses accomplished through the Program Review process. DECOS makes recommendations to the Academic Senate, which is an essential body involved in participatory governance at COS.



Online tutoring will be available to students beginning in the Fall 2011 semester. We have also established a Student Computer Helpdesk available online and staffed during Learning Resource Center (LRC) hours.

#### **D. Financial Resources**

The College is committed to providing distance education course for our students and has integrated distance education into the five year strategic plan. Our commitment to distance education is also evidenced by financial support of our Blackboard license, the placement of a tenured faculty member as the Distance Education Coordinator, support from Computer Services and the student helpdesk. All financial commitments are reflected in our annual budget and projected budget.

Support for distance education is college-wide and is informed by the Program Review process, closely tied to resource allocation. The major expenses, including the annual Blackboard license (approximately \$100,000.00) and Distance Education Coordinator (DEC) salary (approximately \$76,000.000) are ongoing line items and part of all budget forecasts. The Academic Senate Subcommittee for Distance Education (DECOS) reviews Blackboard support issues monthly and conducts annual student and faculty satisfaction surveys of the Blackboard system and reviews and recommends system upgrades. The Dean of Technology manages the external contract for Blackboard with oversight from College Council and the College President. The DEC, a tenured faculty member, is responsible for short-term and long-term planning for faculty training in online pedagogy. The Technical support for students and staff is provided through the student helpdesk (approximately \$50,000) and the services of a Computer Services Resource Specialist. Financial resources are used to support faculty integration of technology in classrooms as well as online with the establishment and maintenance of smart classrooms throughout campus. Additionally, the College supports the annual subscription to an online video service for use in distance education classes.

#### **Standard IV**

The DEC and DECOS are advocates for quality distance education across campus in the participatory governance process and supported by College administration. DECOS is a subcommittee of the Academic Senate. DECOS agenda and minutes are posted on SharePoint (the College's information repository). The DEC reports on distance education to the Board of Trustees every year. The DEC reports to the Vice-President for Instruction, who, along with the President, is a knowledgeable and strong supporter for distance education.



## H. Retention and Success Data

### Retention Data

The table below shows improvement in retention rates in all distance education classes since Fall 2006. Retention in distance education classes measured 14% lower than lecture courses in 2006-2007 improving to 8% lower in 2009-2010.

COS	2006-2007	2007-2008	2008-2009	2009-2010
	DE	DE	DE	DE
Retention	73%	77%	78%	80%

Compared to all California community colleges as reported by the Chancellor’s Office, COS shows lower retention rates in 2006-2007 but higher in 2007-2008 and 2008-2009. Data for 2009-2010 is not yet available.

All CA CCs	2006-2007	2007-2008	2008-2009
Retention	77.15%	76.43%	77.85%

### Success Rates

Success rates for distance education courses at COS are displayed below. The rates tend to run approximately 15% lower than lecture courses.

COS	2006-2007	2007-2008	2008-2009	2009-2010
	DE	DE	DE	DE
Success	50%	53%	52%	51%

Compared to all California community colleges as reported by the Chancellor’s Office, COS shows lower success rates between 2006-2007 and 2008-2009. Data for 2009-2010 is not yet available.

All CA CCs	2006-2007	2007-2008	2008-2009
Success	55.98%	55.62%	56.98%

The Academic Senate subcommittee, Distance Education at COS (DECOS) is exploring strategies to improve success rates of distance education students. We believe that many students choose distance education classes thinking that they will be easier than lecture classes. A current policy and administrative procedure requiring mandatory orientation for students is promising to intervene to support students' decision process, as it would contain a significant content module related to distance education.

### **I. Student Authentication**

Student authentication in online courses is accomplished through Blackboard login procedures and complies with the current Higher Education Act. Students are assigned a College of the Sequoias identification number, which becomes the student's Blackboard username. Students are also assigned a randomly generated initial Blackboard password. The student must be able to log in to the Banner student information system to retrieve their Blackboard login information.

### **J. Student Services**

Students have reasonable and adequate access to the range of student services appropriate to support their learning. Student Services information, such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the "Ask a Librarian" service. Online tutoring will be available beginning in the Fall 2011 semester. We have also established a Student Computer Helpdesk available online and staffed during LRC hours. We regularly conduct online student satisfaction surveys to gather student's perceptions of their online learning experience. Data collected from the survey is used to improve services to online students.

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- distance education frequently asked questions (FAQ);
- faculty contact list;

- distance education program definition and contact information;
- a student readiness survey;
- a student orientation to distance education and technology at COS;
- and links to student services.

## K. References

- I. Academic Services Comprehensive Program Review Template
- II. Academic Services Organizational Chart
- III. Accreditation Mid-Term Report (2009)
- IV. Accreditation Self Study (2006)
- V. Administrative Procedures
- VI. Board Policies
- VII. COS 5-Year Strategic Plan (2010)
- VIII. COS Catalog (2009-2011)  
Link: [http://www.cos.edu/ImageUpload\\_Links/09-11%20COS%20Online%20Catalog.pdf](http://www.cos.edu/ImageUpload_Links/09-11%20COS%20Online%20Catalog.pdf)
- IX. COS Educational Master Plan (2005-2006)
- X. COS Online Schedule  
Link: [http://www.cos.edu/view\\_page.asp?nodeid=6228&parentid=4317&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=6228&parentid=4317&moduleid=5)
- XI. COS Teachers Association (COSTA) Master Agreement
- XII. COS Workshop Calendars
- XIII. Spring 2008 Distance Education Student Satisfaction Survey

## Outline for Program Review

Instructions: In the spaces below, please highlight each of the primary points you plan to analyze and discuss in your program review this year. Use a sentence or two to explain each one.

1. Using sentences, please list the primary challenges/problems/weaknesses your program faces which you will highlight in your program review:

a.

b.

2. Using sentences, please highlight the primary strengths of the program which you will highlight in your program review:

a.

b.

3. Using sentences, please highlight two opportunities for your program to meet new and/or shifting demands which you to highlight in your program review:

a.

b.

4. List the names of those from your program who will be on your program review committee:

---

5. List the names of those who will be on your "second level" review team?

---

## I. Mission and Effectiveness

### A. **Mission:** Program Mission contributes to College Mission

College of the Sequoias Mission:

*College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.*

*College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.*

*College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.*

1) Please write the mission statement of your program.

2) In a narrative, link the mission statement of your program to the mission statement of COS. (How does the mission of your program support/further the mission of the college?)

3) Describe the mechanism in place for periodically evaluating your program mission.

2) Please provide a description of your program. The description should include history/changes of the program, number of courses offered and number of sections, WSCH and number of faculty (FT and PT). Please include a qualitative description of the students served by your program. For all tables [below], provide a discussion and analysis of the data provided.

Discussion and Analysis:

	<b>#Courses Offered (# Sections Offered)</b>					
	<b>Fall 05</b>	<b>Spring 06</b>	<b>Fall 06</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Spring 08</b>
<b>Division</b>						
<b>Departments</b>						
<b>Biology</b>						
<b>Chemistry</b>						
<b>Physics</b>						

Discussion and analysis:

	<b>#Sections Offered (# Sections Closed)</b>					
	<b>Fall 05</b>	<b>Spring 06</b>	<b>Fall 06</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Spring 08</b>
<b>Division</b>						
<b>Departments</b>						
<b>Biology</b>						
<b>Chemistry</b>						
<b>Physics</b>						

Discussion and analysis:

	<b>WSCH - Weekly Student Contact Hours</b>					
	<b>Fall 05</b>	<b>Spring 06</b>	<b>Fall 06</b>	<b>Spring 07</b>	<b>Fall 07</b>	<b>Spring 08</b>
<b>Division</b>						
<b>Departments</b>						
<b>Biology</b>						
<b>Chemistry</b>						
<b>Physics</b>						

Discussion and analysis:



<b>FTEF - Full Time Equivalent Faculty</b>																
	<b>Fall 06</b>				<b>Spring 07</b>				<b>Fall 07</b>				<b>Spring 08</b>			
	FT	PT	FTO	Total	FT	PT	FTO	Total	FT	PT	FTO	Total	FT	PT	FTO	Total
<b>Division</b>																
<b>Departments</b>																
<b>Biology</b>																
<b>Chemistry</b>																
<b>Physics</b>																

FT = full-time, PT = part-time, FTO = full-time overload

Discussion and analysis:

3a) Please relate the program description to the program mission and the COS Mission Statement

3b) Vocational programs include environmental scan and relate the scan to your program and program mission.

## II. Student Learning Outcomes and Instructional Support Services

### A. Student Learning Outcomes

1) Please describe the process(es) your program employs in developing student learning outcomes and assessment plans.

Discussion and analysis:

2) Please list course name and SLO assessment progress for each course including the development of learning outcomes, assessment plans, results analyzed and dialogue complete. Also include the last date the course outline was updated. (Note: all courses should be updated a minimum of every 5 years) (Place an "X" in all columns completed for each course)

*(the entries in tables are for example purposes only!)*

Course Number & Name	Date Last Updated	Learning Outcomes Developed	Assessment Plans Developed	Assessment Plans Analyzed	SLO Dialogue Response Plan
BIOL 75 - Zoogeography	11/06	X	X		
BIOL 102 - Oceanography	2/08	X			
BIOL 204 – DNA & You	7/04	X	X	X	
BIOL 300 – Animal Behavior	6/05	X	X	X	X

3) Please describe assessments and results for SLOs of courses. Please include the data from the assessments. Include the assessments identified in your previous Annual Updates.

*(the entries in tables are for example purposes only!)*

Course Number, Name & Learning Outcome	Assessments (include dates of assessments)	Assessment Results
BIOL 204 – DNA & You  Students will identify several steps in the DNA testing method	All sections of this course were given an embedded question in their final relating to DNA testing methods. Fall 2005	The majority (84-91%) of all students in all sections satisfactorily answered this question.
BIOL 300 – Animal Behavior  Students will analyze the behavior of one animal to identify patterns useful in biology.	All sections of this course completed an assessment problem 10 weeks into the course.  Fall 2007	In 2 sections of the course the majority (78% and 88%) of the students were able to answer the question. In 2 sections of the course only 30% of the students were able to answer the question.

4) Please show program mapping of courses to program learning outcomes and relate to institutional-level SLOs listed below. Place the appropriate numbers of the institutional-level SLO in parentheses for each program level SLO.

***Please note:*** for purposes of completing this section, the term “program” ***must include*** every degree and certificate offered by the particular program. Other programs that do not lead to a particular degree or certificate may be included at the discretion of the program completing the Program Review.

## Institutional Level Outcomes

1. Quantitative Reasoning: Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
  
2. Writing and Reading: Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account other's writings and ideas.
  
3. Oral and Listening Skills: Communicate effectively for a given purpose within the specific context of a communication event.
  
4. Information Literacy: Locate, evaluate and use information from a variety of sources to take action or make a decision.
  
5. Social Interaction: Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
  
6. Creative/Analytic Thinking: use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
  
7. Wellness: Participate in active living and self-care practices that support health and wellness.

Program Name: BIOLOGY

*(the entries in tables are for example purposes only!)*

	<b>Program Student Learning Outcomes (Institutional SLO)</b>					
<b>Program Courses</b>	The student will understand and be able to employ the scientific method. (1, 4 & 6)	The student will be able to critically analyze scientific data. (1& 6)	The student will be able to write a scientific paper using established methodology. (2)	The student will be able to demonstrate appropriate use of instrumentation in a laboratory setting.	The student will be able to identify and analyze the evidence for evolution. (1, 4 & 6)	The student will be able to explain the biomolecular basis of life including bioenergetics and heredity.
BIOL 1	X	X	X	X	X	X
BIOL 2	X	X	X	X	X	X
CHEM 1/2	X	X		X		
CHEM 12/13	X	X		X		
CHEM 20/21	X	X		X		X
PHYS 5/6/7	X	X		X		
PHYS 20/21	X	X		X		

5) Please describe assessment results for program SLOs.

<b>Program Student Learning Outcome</b>	<b>Assessments (include dates)</b>	<b>Assessment Results</b>
The student will understand and be able to employ the scientific method.		
The student will be able to critically analyze scientific data.		
The student will be able to write a scientific paper using established methodology.		
The student will be able to demonstrate appropriate use of instrumentation in a laboratory setting.		
The student will be able to identify and analyze the evidence for evolution.		
The student will be able to explain the biomolecular basis of life including bioenergetics and heredity.		

6) Please describe your program's plans to complete SLO assessment for all courses and programs.

Discussion and analysis:

7) Please describe your program's process for keeping curriculum current.

Discussion and analysis:

8) Please describe any progress in achieving measurable outcomes of program plan or implementing your program plans in Student Learning Outcomes from your previous Program Review and Annual Updates. Describe alternative solutions to achieve the measurable outcomes of your program plans.

Discussion and analysis:

9) Please describe your program's plans to improve student learning and curriculum quality based on assessments (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if plan supports a strategic plan of the college). Your plans should be prioritized within each year.

**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					



10) Please provide a narrative describing your plans to improve Student Learning

Outcomes. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

## B. Instructional Support Services

1) Please provide a description of any instructional support services available to program students. (e.g. tutorial programs, computer labs, writing lab, math lab, MESA, and in-class aides)

Discussion and analysis:

2) Please provide an evaluation of any instructional support services in helping your students achieve program and course SLOs.

Discussion and analysis:

3) Please identify any additional instructional support services needed and evidence to support this need.

Discussion and analysis:

4) Please describe any progress in achieving measurable outcomes for program plans or implementing your program plans in Instructional Support Services from your previous Program Review and Annual Updates. Describe alternative solutions to achieve the measurable outcomes of your program plans.

Discussion and analysis:

5) Please describe your program's plans to improve instructional support services (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if plan supports a strategic plan of the college). Your plans should be prioritized within each year.

**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

6) Please provide a narrative describing your plans to improve Instructional Support Services. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

Evaluation Criteria for Student Learning & Services

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Process for developing SLOs and assessments  (A.1)	Cyclical process in place and implemented.	Moving ahead with SLO assessment but no specific schedule implemented.	No evidence of progress with learning assessment.
Course SLOs development and assessment  (A.2, A3)	Completion of assessment cycle for most courses in program, including plans for improvement	All but dialogue regarding improvement of learning for most of the courses.	Completion of only outcomes with no specificity in plans for assessment.
Program SLOs development and assessment  (A.4, A.5)	Mapping completed and progress on implementation of assessments.	Program outcomes but no mapping and/or no assessment plans.	Program outcomes not developed; No evidence of program assessment.
Curriculum currency  (A.7)	All courses are up-to-date and a cyclical process for maintaining curriculum currency is identified.	Course currency nearly complete but not completely through CurricuNET	Some courses out of date.
Analysis of program achievement or implementation of plans  (A.8)	Clear analysis of all plans; generates additional plans to overcome barriers or change direction	Progress towards achievement of outcomes identified	No analysis of achievement or implementation of program outcomes
Plans for improving student learning, including processes and assessments  (A.9, A.10)	Plans are specific, address identified issues (based on assessment outcomes)	Plans address some identified issues.	Plans are not related to identified issues; or no plans for increasing student learning are identified.

Evaluation of instructional support services  (B.2)	All instructional services assessed with respect to student achievement of course and program SLOs.	Evaluation of some instructional support services completed with respect to student achievement of course and program SLOs.	No evaluation of instructional support services was completed; or, the evaluation does not address student achievement of course and program SLOs.
Plans to improve instructional support services  (B.5, B.6)	Plans are specific, address identified issues (based on evaluation of instructional support services) and are related to improving student achievement of course and program SLOs.	Plans address some identified issues and are related to improving student achievement of course and program SLOs.	Plans do not address student achievement of course and program SLOs and/or the plans are not related to identified issues.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support  (A.9, A.10, B.5, B.6)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

## A. Human Resources

1) Please provide a description of the human resources available to the program. Include full-time and part-time faculty, classified personnel and student help.

Discussion and Analysis:

2) Please provide a description of professional development activities of the program personnel and how many of those personnel participate in those activities. Examples would include membership in professional organizations, subscription to professional journals, attendance at professional meetings, etc.

Discussion and Analysis:

3) Please provide an analysis of the effective use of human resources (program productivity may be used (WSCH/FTEF)).

Discussion and Analysis:

4) Please describe any progress in achieving measurable outcomes for program plans or implementing your program plans in Human Resources from your previous Program Review and Annual Updates. Describe alternative solutions to achieve program measurable outcomes of your plans.

Discussion and Analysis:

5) Please describe your program's plans for Human Resources (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if a plan supports a strategic plan). Your plans should be prioritized within each year.



**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

6) Please provide a narrative describing your plans to improve Human Resources.

The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

Evaluation Criteria for Human Resources

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Descriptions of resources (A.1,A.2)	Complete description of resources employed by the program.	Description of most of the resources utilized by the program.	Superficial description of program resources.
Analysis of effectiveness of resources (A.3)	Clear analysis of utilization of all resources.	Analysis of most program resources.	Incomplete analysis of some program resources.
Plans for improving resources and/or resource utilization.  (A.5, A.6)	Clear, specific and realistic plans for resources. Plans based on valid assessment of program resources and their utilization.	Plans address identified issues related to resource utilization.	Plans not connected to validated need and/or will not alleviate the identified issue.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support  (A.5, A.6)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

## B. Physical Resources

1) Please provide a description of physical resources utilized by the program.

Discussion and Analysis:

2) Please provide an analysis of the effectiveness of the program's physical resources. ("Effectiveness" of physical resources would include the quality and quantity of physical resources, room usage and size, availability of needed equipment, learning environment related to physical resources and other such measures)

Discussion and Analysis:

3) Please describe any progress in achieving program plan measurable outcomes or implementing your program plans in Physical Resources from your previous Program Review and Annual Updates. Describe alternative solutions to achieve measurable outcomes for your program plans.

Discussion and Analysis:

4) Please describe your program's plans for Physical Resources (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if a plan supports a strategic plan). Your plans should be prioritized within each year.

Year 1

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

Year 2

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

Year 3

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

Year 4

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

5) Please provide a narrative describing your plans to improve Physical Resources. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

## Evaluation Criteria for Physical Resources

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Descriptions of resources (B.1)	Complete description of resources employed by the program.	Description of most of the resources utilized by the program.	Superficial description of program resources.
Analysis of effectiveness of resources (B.2)	Clear analysis of utilization of all resources.	Analysis of most program resources.	Incomplete analysis of some program resources.
Plans for improving resources and/or resource utilization. (B.4, B.5)	Clear, specific and realistic plans for resources. Plans based on valid assessment of program resources and their utilization.	Plans address identified issues related to resource utilization.	Plans not connected to validated need and/or will not alleviate the identified issue.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support (B.4, B.5)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

**C. Technology Resources** (e.g. Computers and computer related equipment, equipment, laboratory equipment, web-based tools, software, and multimedia equipment)

1) Please describe the technology resources used by the program.

Discussion and Analysis:

2) Please provide an analysis of the utilization and effectiveness of technology resources. Include any accessibility issues.

Discussion and Analysis:

3) Please describe any progress in achieving program plan measurable outcomes or implementing your program plans in Technology Resources from your previous Program Review and Annual Updates. Describe alternative solutions to achieve the measurable outcomes for your program plans.

Discussion and Analysis:

4) Please describe your program's plans for Technology Resources (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if a plan supports a strategic plan). Your plans should be prioritized within each year.



**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

5) Please provide a narrative describing your plans to improve Technology Resources. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

## Evaluation Criteria for Technology Resources

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Descriptions of resources (C.1)	Complete description of resources employed by the program.	Description of most of the resources utilized by the program.	Superficial description of program resources.
Analysis of effectiveness of resources (C.2)	Clear analysis of utilization of all resources.	Analysis of most program resources.	Incomplete analysis of some program resources.
Plans for improving resources and/or resource utilization. (C.4, C.5)	Clear, specific and realistic plans for resources. Plans based on valid assessment of program resources and their utilization.	Plans address identified issues related to resource utilization.	Plans not connected to validated need and/or will not alleviate the identified issue.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support (C.4, C.5)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

**D. Financial Resources** (e.g. Supply, repair/maintenance, equipment, student help, grants and in-kind

donations)

1) Please describe the financial resources from all sources available to your program.

Discussion and Analysis:

2) Please provide an analysis of the utilization and effectiveness of all financial resources. Please provide an analysis of the utilization and effectiveness of all non-financial donations (e.g. in-kind donations and equipment donations)

Discussion and Analysis:

3) Please describe any progress in achieving program plan measurable outcomes or implementing your program plans in Financial Resources from your previous Program Review and Annual Updates. Describe alternative solutions to achieve the measurable outcomes of your program plans.

Discussion and Analysis:

4) Please describe your program's plans for Financial Resources (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if a plan supports a strategic plan). Your plans should be prioritized within each year.

**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

5) Please provide a narrative describing your plans to improve Financial Resources. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

Evaluation Criteria for Financial Resources

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Descriptions of resources (D.1)	Complete description of resources employed by the program.	Description of most of the resources utilized by the program.	Superficial description of program resources.
Analysis of effectiveness of resources (D.2)	Clear analysis of utilization of all resources.	Analysis of most program resources.	Incomplete analysis of some program resources.
Plans for improving resources and/or resource utilization. (D.4, D.5)	Clear, specific and realistic plans for resources. Plans based on valid assessment of program resources and their utilization.	Plans address identified issues related to resource utilization.	Plans not connected to validated need and/or will not alleviate the identified issue.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support (D.4, D.5)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

## IV. Leadership and Governance

### A. Decision-Making Processes

1) Please describe the processes used by the program to develop SLOs, Program Review, Curriculum, Resource Requests (e.g. faculty positions) and prioritizations, and other program specific processes (e.g. external accreditation).

Discussion and Analysis:

2) Please describe the participation of program personnel in other leadership and governance processes at COS.

Discussion and Analysis:

3) Please describe any progress in achieving program plan measurable outcomes or implementing your program plans in Leadership and Governance from your previous Program Review and Annual Updates. Describe alternative solutions to achieve the measurable outcomes of your program plans.

Discussion and Analysis:

4) Please describe your program's plans for Leadership and Governance (plan description, responsible party, resources needed, plan timeline, measurable outcomes, indicate if a plan supports a strategic plan). Your plans should be prioritized within each year.



**Year 1**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 2**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 3**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

**Year 4**

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

5) Please provide a narrative describing your plans to improve Leadership and Governance. The narrative should identify key needs or issues, describe how the plans will address the issues and describe how the plans will be implemented over the next several years. Describe how your plans will support any strategic plan indicated in the table.

## Evaluation Criteria for Leadership & Governance

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Decision-making processes  (A.1)	All faculty effectively engaged in program decision-making process. Processes are clear and fair.	All faculty engaged in decision-making.	No process for faculty interactions regarding decision-making.
Participation in leadership and governance  (A.2)	Significant participation of all faculty.	Most faculty involved in leadership and governance.	Few faculty involved in leadership and governance.
Plans for leadership and governance  (A.4, A.5)	Specific plans for all faculty involvement.	Some planning for faculty involvement.	Vague idea of faculty leadership and governance issues.

<b>Evaluation Criterion</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
Strategic plan support  (A.4, A.5)	If a program plan has been identified as supporting the college's strategic plan, a reasonable and specific rationale has been developed describing the relationship between each	Each program plan identified as supporting the college's strategic plan has been explained. However, some explanations only loosely connect the program's efforts to the strategic plan of the college.	There are some details regarding the relationships between program and strategic plans, but they are too general or may not really help to explain how the former supports the latter;  Or,  Few identified program plans are specifically and rationally tied to the strategic plan specified.

## V. Program Summary and Prioritization of Plans

1. Please provide an overall summary of your Program Review and prioritize the program's plans. The summary should broadly outline the state of the Program and project the progress of the Program for the next 5 years. The narrative should identify key needs or issues and describe how the plans will address the issues. **Note: This section of your Program Review is presented to the Board of Trustees.**

Summary:

## 2. Program Plan – Prioritizations

Please Note: Plan prioritizations should reflect the overall prioritizations of the entire program and NOT departmental prioritizations.

### Year 1

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

### Year 2

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

### Year 3

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

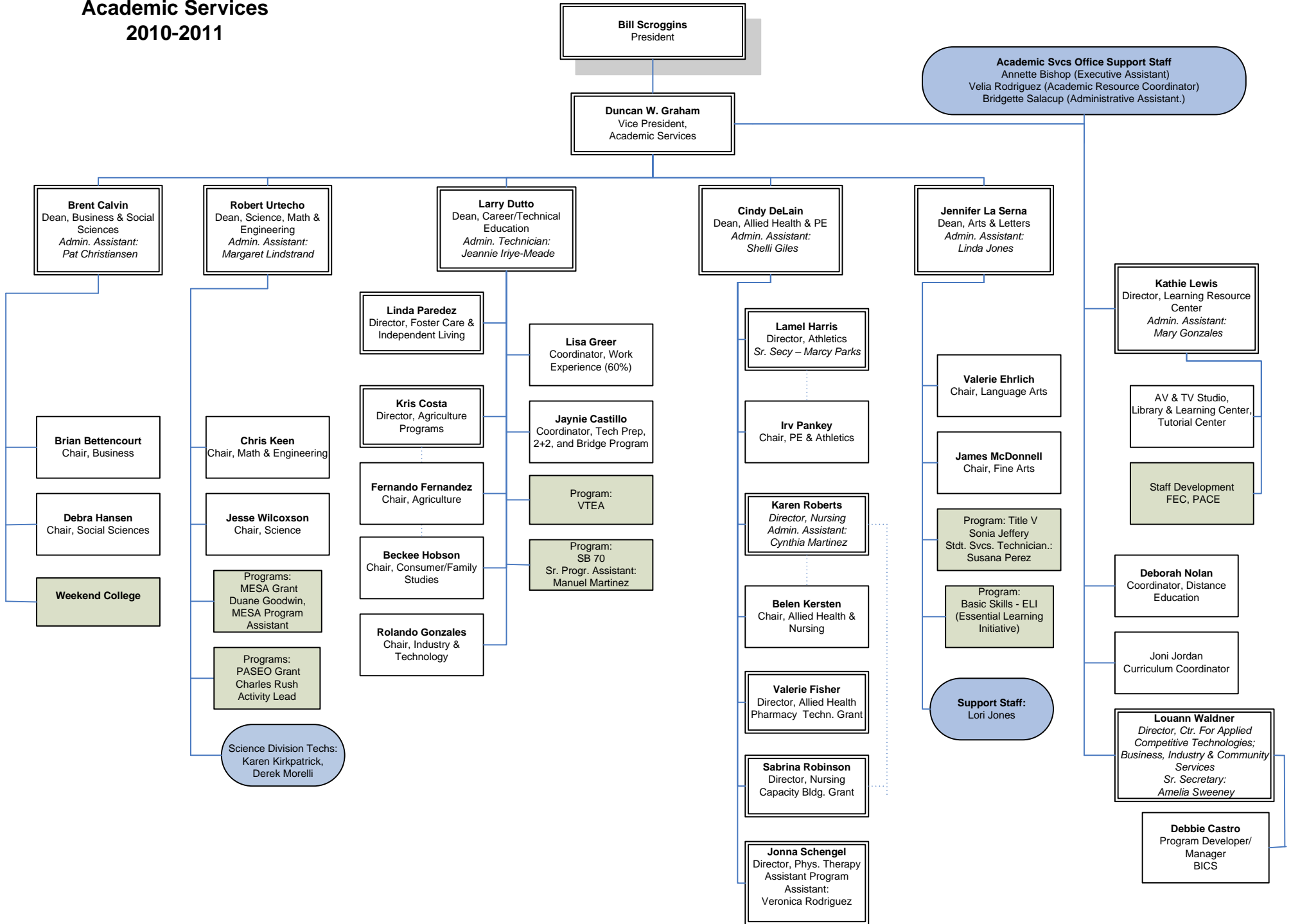
### Year 4

<b>Plan Description</b>	<b>Responsible Party(s)</b>	<b>Resources Needed</b>	<b>Plan Timeline</b>	<b>Measurable Outcomes</b>	<b>Strategic Plan</b>
1.					
2.					

Evaluation Criteria for Program Summary and Prioritizations

Evaluation Criterion	Excellent	Satisfactory	Not Satisfactory
<p><b>Summary of Program Review</b></p> <p>(1)</p>	<p>Program Review summary is complete and includes all important issues identified in the main body of the Program Review.</p>	<p>Program Review summary highlights most of the important issues identified in the body of the Program Review.</p>	<p>Issues are raised in the summary that were not identified in the main body of the program Review; and/or the program review summary is missing key issues identified in the main body of the Program Review.</p>
<p><b>Plan Prioritizations</b></p> <p>(2)</p>	<p>All plans from the Program Review are included and the prioritizations reflect the overall prioritizations of the entire program and not departmental prioritizations. No previously unidentified plans appear in the prioritizations.</p>	<p>All but a few plans from the program Review are included and the prioritizations reflect the overall prioritizations of the entire program and not departmental prioritizations. No previously unidentified plans appear in the prioritizations.</p>	<p>Plans are included that do NOT appear in the main Program Review; and/or the prioritizations do not reflect the overall prioritizations of the entire program.</p>

# Academic Services 2010-2011





## MID-TERM REPORT TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE OF THE SEQUOIAS  
915 SOUTH MOONEY BOULEVARD  
VISALIA, CA 93277

OCTOBER 15, 2009





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## STATEMENT ON ACCREDITATION MID-TERM REPORT PREPARATION

This is the Mid-Term Accreditation and Self-Study Report of the College of the Sequoias addressing the six recommendations that were made as a result of the October 15-19, 2006 Accreditation Team visit and the Commission Action Letter. It includes College of the Sequoias' actions regarding our Self-Study Planning Agenda, and substantive changes in progress, pending or planned. Preparation of the mid-term report was assigned to the Vice President of Academic Services and Accreditation Liaison Officer, Duncan Graham.

A team comprised of campus leaders from faculty, staff, and administrators was assembled and asked to contribute progress made over the past three years with regards to the six recommendations. This collaborative effort from many different constituents combining data, information, and supporting documents comprises College of the Sequoias' mid-term report.

Team members included: Kris Costa (Director of Agriculture), Rod Frese (Vice President of Administrative Services), Tim Garner (Director of Institutional Research and Planning), Mary Gonzales (Administrative Assistant), Frances Gusman (Vice President of Student Services), Michele Hester-Reyes (Academic Senate President), Beckee Hobson (Chair, Consumer/Family Studies), Chris Knox (Dean, Counseling and Matriculation), Jennifer Vega La Serna, (Dean of Arts and Letters), Kathie Lewis (Director, Learning Resource Center), David Maciel (Director of Disability Resource Center), Deborah Nolan (Coordinator of Distance Education, and Faculty Enrichment Committee), Milli Owens (Co-chair General Education Committee), Steve Renton (Public Information Officer), Thea Trimble (Co-chair, Program Review), Robert Urtecho (Dean, Science, Math and Engineering), Stephanie Yocum (Health Services Coordinator), and Elaine Webb (Administrative Specialist).

Duncan Graham presented the draft report to the College Council on September 08, 2009. The Council approved the report on September 22, 2009 for recommendation to the Superintendent/President and the Board of Trustees for their review and approval at their meeting on October 14, 2009.

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Dr. William Scroggins, Superintendent/President  
College of the Sequoias

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Date

## MID-TERM RESPONSE TO THE TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

The following six recommendations were made as a result of the October 15-19, 2006 Accreditation Team visit. Topics of response are reflected in the bullet points that follow each recommendation. Following each topic in italics are the related documents and when applicable the website where the document can be found.

### **Recommendation 1**

The team strongly recommends that the college establish a positive campus climate through an inclusive dialogue that embodies a culture of respect, civility, and trust to improve institutional decision-making, planning, and effectiveness. (Standard IB.1; Standard IIIA.1d, IIIA.4c; and Standard IVA.2, IVA.2a, IVA.2b, IVA.3, and IVA.5)

The college has followed this recommendation and meets these standards. The level and quality of communication are outstanding as exemplified by the activities cited below. This high level of dialog and the positive campus climate has enabled to college to make major advancements in planning and decision-making.

#### ▶ **Dialogue: College Council, Board Reports, Conversations**

The College Council annually reviews and revises as needed the college mission statement and the college shared governance process. College committees actively develop recommendations to the College Council which debates issues and makes recommendations to improve college policies and practices.

*Documents: College Mission Statement, Participatory Governance Model, agendas and minutes for College Council: (Appendix 1,2,3)*

[http://www.cos.view\\_page.asp?nodeid=949&parentid=933&moduleid=5](http://www.cos.view_page.asp?nodeid=949&parentid=933&moduleid=5)

#### ▶ **Campus Climate: Budget Decisions, Negotiations, President's Evaluation**

The college follows an agreed-upon process of budget development that culminates in debate at the College Council and a recommendation to the President regarding expenditures for the coming fiscal year. The District meets regularly with representatives of the exclusive bargaining units for full-time faculty, part-time faculty, and classified staff. The college president functions as chief negotiator with the aid of the Dean of Human Resources and selected members of the administrative team. Relationships between the District and the unions are positive, constructive, and collegial. The college president undergoes a regular 360 degree evaluation, the latest results of which reflect the positive campus climate.

*Documents: Fiscal Procedures, Summary of District-COSTA Negotiations, July 2009, Summary of CSEA-District Negotiations, August 2009, Scroggins 2009 Evaluation Document, Scroggins 2009 Evaluation Comments (Appendix 4, 4a, 5)*

#### ▶ **Weekly Board Report**

The President/Superintendent sends a weekly report to the Board of Trustees on activities and news from the campus community, and shares this "Weekly Board Report" with the college via email. This simple, but innovative concept was a new communication vehicle for the campus and has provided the college community with up-to-date news and activities.

The report tends to feature a “top 10” review of the most important fiscal, educational, and personnel information for the week. It includes meetings that the President has attended in the community and gives a quick synopsis of the challenges and opportunities that COS faces in the short and long term. Distributing this report via the campus email system is one example of being paperless and supports the President’s emphasis on “going green.” It is widely read and gives a quick overview with respect to campus news.

*Documents: Weekly Board Report (Appendix 6)*

[http://www.cos.edu/view\\_page.asp?nodeid=4273&parentid=4265&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=4273&parentid=4265&moduleid=5)

► **Cultural Heritage Celebrations**

The Cultural Heritage Months project was initiated in fall 2008. For six months during the academic year College of the Sequoias would hold a series of events focused on particular groups whose heritage reflects the diverse culture of our campus and the United States. A budget was established to fund supplies and marketing as well as stipends for twelve individuals, six who will coordinate the events and six who will work with faculty to research and disseminate material to be used in classrooms relative to the heritage group being featured that month. This project is under the auspices of the Student Equity Committee. The Chair of the committee is assigned as the budget administrator. At the end of the spring 2009 the Student Equity Committee decided to have the Cultural Heritage Celebrations established as a standing subcommittee. The subcommittee consists of two co-chairs and the event coordinators and recently renamed the title of the Cultural Heritage Celebrations to COS Diversity Celebrations.

*Documents: Heritage Month Timeline, American Indian Heritage Month, European American Heritage Month (Appendix 7, 8, 9)*

► **Handling of Difficult Decisions**

Occasionally, consensus is not reached among stakeholders on a particular issue. In such cases, it is the practice of the college to slow down the process, collect more information, reflect on options, and seek compromise on the outcome. Two examples illustrate this attitude.

In the fall of 2007 the college president suggested that a vacant campus police officer position be replaced with a community security position. Debate in College Council demonstrated a lack of agreement on the issue. The college arranged for a consultant to come to campus, collect information, interview a cross-sections of the staff, and make recommendations. As a result, the college 1) replaced the vacant position with a sworn officer, 2) increased the police chief position from half-time to full-time, 3) placed facility and lighting projects on the Measure I general obligation bond list to improve the physical security of the campus, and 4) secured the agreement of the College Council that additional personnel could be hired in the classification of community security positions.

A second issue arose in the fall of 2008. Budget shortfalls in the operation of the Child Development Center led the college to recommend that the Center be taken over by the Tulare County Office of Education. Based on input from college staff, community members, and parents at the Center, the college pursued alternatives. Through negotiations with CSEA, the personnel structure of the Center was revised and the Center operations expanded to twelve months with mandatory five-day-per-week child care agreements at an increased market rate. These interest-based actions had the result of bringing the Center budget into balance and retained the Center as a college-operated facility.

*Documents: Child Development Center Budget Comparison, CSEA Agreement on the Child Development Center (Appendix 10, 11)*

► **Professional Development**

The Faculty Enrichment Committee's (FEC's) mission statement and activities provide examples of efforts across campus that supports the objective of nurturing a positive campus climate through inclusive dialogue and planning. Although each department and division embraces this objective, the FEC served as a mechanism to integrate the autonomous groups and events under one comprehensive program that extends beyond staff development training for faculty, and includes training for the Professional Association for Classified Employees (PACE), the Customer Service Committee, Human Resources Department, etc. Through collaborative needs assessments and program evaluations, an extensive set of workshops, classes, campus "brown bag" discussions, and training programs allows staff from all areas of the campus to co-mingle according to themes and areas of interest. During the academic year of 2007-2008, five (5) campus-wide workshops were offered to all COS employees. In January 2008, the FEC offered five (5) workshops which exceeded expectations that had been set for a half-year program. Beginning in September 2008 until May 2009, a total of fifty-eight workshops were presented to the campus, and this year the FEC remains a vital link for employees and professional development.

*Documents: FEC Web Site:*

[http://www.cos.edu/view\\_page.asp?nodeid=2566&parentid=948&moduleid=1](http://www.cos.edu/view_page.asp?nodeid=2566&parentid=948&moduleid=1),  
*FEC Mission Statement (Appendix 12)*

► **Customer Service Initiative**

The Campus Wide Customer Service Committee (CSC) was formed to help institute and sustain excellence in customer service and in 2008-09 was chaired by the Vice President of Student Services. In June 2009, the new Dean of Student Services assumed the chairmanship. Members are represented from Academic Services, Student Services and Administration areas. The CSC meets on a monthly basis.

With the president's support, the CSC has taken steps to involve the entire college in its efforts to maintain and improve the service provided to its customers. The CSC will continue to identify, discuss and pursue new and innovative ideas to meet future training needs. Past customer service training performed by the CSC includes: cross training within departments, discussions on the importance of customer service in retail, managing stress in the workplace, ethics in the workplace, and conflict resolution strategies. The CSC conducts workshops collaboratively with Faculty Enrichment Committee (FEC), and the Professional Association of Classified Employees (PACE).

*Document: Excellent Customer Service Guide (Appendix 13)*

► **Board Policies and Administrative Procedures Revising Process**

The COS Board Policies and Administrative Procedures have been reviewed and updated. This process began in September of 2006 and finished during the Fall 2009 semester. The Cabinet parceled out sections for review among different stakeholders in five areas: District/General Institution, Board of Trustees/Personnel, Academic Services, Student Services, and Business & Fiscal Affairs. The COS Academic Senate, Human Resources, Academic Services, Student Services, and Administrative Services participated by creating, reviewing and deleting BPs and APs after discussion and agreement with their constituents. The discussions were very rich and complex and helped us see how all the pieces fit to create the college. A process has been established that each year a section of the BP's and AP's will be reviewed

assuring the college is true to its policies and procedures. It also provides the community with a template of how COS functions.

*Documents: (Appendix 14)*

[http://www.cos.edu/view\\_page.asp?nodeid=1657&parentid=931&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=1657&parentid=931&moduleid=5)

## **Recommendation 2**

The team recommends that the college engage all campus constituent groups in an institutional decision-making and planning process, which is linked and central to the college mission. The process should be an ongoing, effective, and systematic cycle of evaluation, integrated planning, resource allocation, research, and reevaluation. This cycle should include such processes as curricular development, program review, and assessment and allocation of technological, physical, financial, and human resources. (Standard IA.4, IB.3, IB.4, IB.6, IB.7: Standard IIA.1, IIA.2, IIB3, IIB4, IIC2; Standard IIIA6, IIIB2, IIIC2, IIID1, IIID.2g, IIID3)

The college has continued to meet the referenced standards for several years. Over the last two years, the college has significantly improved its evaluation, planning, budgeting, and decision-making processes to the point that the college exceeds the referenced standards. In 2007 the college developed a budget development and resource allocation model that is aligned with the college mission statement and driven by program review results. This process prioritizes college activities based on costs in personnel, equipment (both instructional and non-instructional), technology, and facilities. Identified college committees review budget requests in these areas and make recommendations to College Council. These recommendations are debated and voted upon as recommendations to the college president. This process was enhanced during the 2008-09 academic year through collaboration between the District and the academic senate resulting in a revised decision matrix and an improved program review process. The college is currently launching its next round of strategic planning, updating the previous 2006 plan under which the college has been operating. These initiatives are described below.

### **► Program Review**

An ad-hoc committee of the academic senate was convened in mid-spring 2008. The committee's charge was to review and revise the Program Review processes and format. The committee consisted of the academic senate president and vice president, eight faculty members including many current and former division chairs, and the last accreditation chair. The committee reviewed program review processes and formats from across California and discussed purposes and uses of program review.

It was decided that funding processes needed to be clearly identified and agreed upon based on assessed needs from program reviews. In conjunction with the college president, the committee developed budget decision-making flow charts. In addition to identifying the processes for funding, the flow charts also stipulated the use of program reviews as the source of information to evaluate the funding requests from programs. The committee decided on a format for program review that mirrored the current accreditation standards in May 2008 and then developed a full template for program review in fall 2008. This format included standardized data and evaluation criteria for each section. The format includes annual updates that will be appended to the corresponding sections of the full program review. This will allow programs to be focused on their plans and allow assessment and potential modifications for their progress.

The new program review was presented to the academic senate and was approved in December 2008. The newly modified program review committee began to implement the new format in spring 2009. Instructions and timelines were developed and also placed on



the Intranet. Training sessions were held for programs undergoing full program reviews. Instructions for programs which only had annual updates were developed and distributed to Instructional Council. The makeup of the second level review committee was developed and implemented.

*Documents: Budget Decision Making Flow Chart, Memo to Academic Senate on Program Review, Instructional Program Review and Annual Updates, Program Review Schedule: 2008-2013 (Appendix 15, 16, 17, 18)*

► **Developing Student Services Program Review**

A committee of student services staff was established to review various student service models and templates to create a Program Review Process to be implemented by COS. This committee is working closely with the institutional research department to develop a template that parallels the instructional program review model. This process will allow student services to engage in an institutional decision-making and planning process directly linked to the mission of the college.

*Documents: Student Services Program Review Form: 2007-08 (Appendix 19)*

► **Budget Allocation Flow Chart/matrix**

In the 2008-09 academic year, The ad hoc Senate Committee working on a major revision of the Program Review Procedure agreed that one of the chronic problems associated with the old process was the lack of accountability regarding fiscal decisions. One committee would rank new faculty positions one way and another committee would re-rank them and forward the recommendation to the President without even a written rationale. The same scenario was followed with equipment and facilities recommendations. During the 2008-09 academic year a new process was established by the ad hoc committee and the college president. A newly created flow chart that is unambiguous, cogent, and accountable was implemented. If any changes occur after the initial decision, a written rationale must be provided. The number of committees tasked with ranking has decreased. This accountability matrix strengthens Program Review as the essential baseline for resource allocations in a vital and easy to understand way.

*Document: Budget Allocation Flow Chart (Appendix 15)*

► **Planning Process**

In the 2009-10 academic year the Institutional Planning Committee in conjunction with the Office of Institutional Research and Planning will develop a 5-year Institutional Strategic Plan with measurable goals/benchmarks based on existing institutional outcomes, a culture of evidence and focused plans presented in a Metrics format. In Spring 2008 the seven Institutional Outcomes of: 1) Quantitative Reasoning, 2) Writing and Reading, 3) Creative/ Analytical Thinking, 4) Oral and Listening Skills, 5) Information Literacy, 6) Social Interaction and 7) Health and Wellness were established. The plans to be reviewed or created, and aligned to institutional outcomes as part of the Strategic Plan are: Accreditation and Self Study, Educational Master Plan, Technology, Matriculation, Student Equity, Staff Development (FEC), Basic Skills (ELI), Five-Year Facility, Hanford/Tulare Centers, Individual Program Reviews (Unit Plans), Initiatives (FYE, ESC, ATD), Enrollment, Staffing, Marketing, and Distance Education.

*Documents: Institutional-Level Assessment Report (Appendix 21)*  
[http://www.cos.edu/view\\_page.asp?nodeid=3138&parentid=933&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=3138&parentid=933&moduleid=5)

► **Linking Planning and Budgeting**

Planning and budgeting are linked through the shared governance process driven by Program Review. All new faculty positions are reviewed based on identified program needs by faculty, and positions are prioritized by the Instructional Council. New non instructional positions identified in departmental program review are allocated through the College Council which identifies, priorities, and recommends the positions to be filled.

While the recommendations for faculty and classified staff positions are reviewed by management in President's Cabinet, the recommendations of the Instructional and College Councils are usually followed. The purchasing of technology or equipment is directed through program review. Faculty and staff delineate the equipment in the program review as something needed to enhance SLO's and student success for the instructional program. Instructional equipment that is funded by the state is prioritized by Instructional Council and all requests are reviewed to insure that they were identified as needs in the department's program review.

*Document: Fiscal Procedures, Budget Decision Making Flow Chart (Appendix 15)*

**Recommendation 3**

The team recommends that the college develop, review, and measure student learning outcomes in all of its courses, programs, degrees/certificates, the general education pattern, and institution-wide practices. (Standard IB.1, Standard IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.2; Standard IIIA.1b, IIIA.1c; and Standard IVA.1, IVA.2b, IVB.1b).

During the 2008-09 academic year, the college—led by the academic senate—revised the program review process to include student learning outcomes. This revision takes advantage of the extensive work done on developing and assessing course level student learning outcomes. Recognizing the need for more extensive program level student learning outcomes, the District and the academic senate have launched an initiative in this area for the 2009-10 academic year. To more effectively utilize the results of student learning outcomes in student services programs, the college is seeking to modify the existing program review template to more specifically address the program review needs of these programs. During the 2007-09 academic years, the academic senate developed institutional student learning outcomes. To facilitate the assessment of these outcomes, the curriculum committee recently formed a subcommittee to review general education requirements for the associate degree and how such courses are developed and reviewed. The committee will also review the institutional student learning outcomes and make recommendations for their assessment. The college meets the current level of performance on the student learning outcome process as specified by the Commission.

► **Program Review (with levels of completion in the template)**

The revised program review process was discussed under Recommendation 2. This process now includes a description of the process by which the program staff develop and assess course and program SLOs, data compiled on the SLO assessment results, mapping of course level outcomes to both program and institutional level SLOs, a discussion and analysis of SLO results, and a plan for future work on SLOs.

*Document: Program Review Section IIA Student Learning Outcomes (Appendix 23)*

► **SLO data from 2009 Annual Report**

In 2009 COS had 70% of the courses with SLO's, with 45% had ongoing assessment, with a course currency policy in place with benchmarks and deadlines that included SLO's be in place



by spring 2010. Although 20% of our programs had SLO's with about 8% utilizing ongoing assessments, we have give reassign time to a faculty member to work with Division Chairs and Program Directors to adopt Program SLO's in all of our programs with the ultimate goal of aligning course SLO's Program SLO's with Institutional SLO's. Institutional SLO's have been established, and the Institutional Planning Committee will refine those and develop an implementation plan during the 2009-10 academic year.

*Documents: 2009 SLO Annual Report (Appendix 24)*

[http://www.cos.edu/view\\_page.asp?nodeid=3138&parentid=933&moduleid=5](http://www.cos.edu/view_page.asp?nodeid=3138&parentid=933&moduleid=5)

► **Program Student Learning Outcomes (SLO) Initiative**

COS has made great strides in its course SLOs and its Institutional Learning Outcomes, but the need to focus on Program SLOs lead to the following initiative. In May 2009, the Academic Senate initiated a college-wide workshop on Program SLOs. Afterwards, Academic Senate leadership in conjunction with the college president discussed the need to energize the initiative by selecting one faculty member from the SLO Committee to work closely with the Division Chairs to create Program SLOs during the 2009-2010 year. Additional release time was provided and the position was created and staffed. In fall 2009, the Program SLO coordinator and the Academic Senate brainstormed a working definition of "program." The Program SLO coordinator will begin working with the Pre-Nursing Program and the Science Division. The SLO Coordinator focusing on course SLOs. With the addition of a new Institutional Researcher, a higher priority on data collection will be instituted.

*Documents: None*

► **General Education Committee**

After several years of inactivity on General Education Areas, in the spring 2009 semester, the Academic Senate formed the General Education committee as a subcommittee of the College Curriculum Committee. The General Education committee had an organizational meeting on April 30, 2009 and plans to meet regularly during the 09-10 academic year. The committee goal is to have an AA/AS degree requirements proposal to the Curriculum Committee by the end of March 2010. The plan to achieve this goal includes a review of Institutional SLOs at the February meeting to confirm that the AA/AS requirements fulfill the Institutional SLOs.

*Documents: General Education Committee Plan 2009-2010 (Appendix 25)*

**Recommendation 4**

The team recommends that the College provide the full range of support and instructional services to all students and staff in all of its learning environments. The College must devote appropriate staff, facilities, and budget resources to support instruction, learning, and staff development. It must provide training for staff in diversity awareness, technology applications, and distance education. Additionally, the institution must improve the quantity, currency, depth, and variety of its library resources. (Standard IIA.2e, IIA.2f, IIA.4, IIB.1, IIB.3a, IIC.1a, IIC.1c, IIC2, Standard IIIA.5a, IIIA.5b, IIIA.5, IIIB.2, IIIC.1, IIIC.1b, IIIC.1c)

The college has significantly expanded support services in a wide range of learning environments. The budget development process has prioritized this effort, and the college has sought and obtained significant supplemental funding for these purposes. The college has invested in a new library technology system and made significant improvements in the scope and accessibility of library electronic databases. The college meets or exceeds these standards. The following examples illustrate initiatives that have addressed these issues.

► **Staffing and support in learning environments:**

The college's First Year Experience (FYE) will undergo a transformation based on assessed success and a newly acquired Title V grant. Although the state budget is creating shortfalls in categorical funding COS is committed to maintain strong programs in our Writing Center, MESA program, Math Learning Skills Lab.

The English Department opened the Writing Center in 2006. The Writing Center assists all COS students develop their writing abilities by allowing them to work on writing tasks one-on-one (or in small groups) with peer-tutors or writing instructors. The Writing Center currently provides support for over 4000 student hours per year and its use is growing rapidly. The Writing Center is open 39 hours per week (a one-hour reduction this year due to the Library closing at noon on Fridays) for 15 weeks each semester.

The Writing Center is currently staffed by English department faculty, a part-time ESL paraprofessional, a part-time instructional specialist and student tutors. The English faculty work in the writing center on a volunteer basis or on a paid basis at the faculty activity rate.

The Math, Engineering, and Science, Association (MESA) lab is open Monday through Thursday 8am to 6pm and Fridays from 8am to 2pm, with times allocated for tutoring in a variety of areas in the math and sciences.

*Documents: None*

► **Distance Education Training**

The Distance Education Committee (DEC) oversees the training of faculty through online and face-to-face workshops on campus since Fall 2007. Topics have included student retention and online teaching pedagogy. To support the adoption of the newest version of Blackboard, Blackboard 9.0, the DEC provided multiple workshops in May, June, July, and August 2009 (see documentation for schedule). The DEC scheduled thirteen additional training sessions for the first two weeks in September, 2009, and will continue scheduling and facilitating training sessions throughout the 09-10 academic year based on recommended practices and faculty need. The Distance Education for College of Sequoias (DECOS) committee advises the DEC concerning training topics and resources. In the fall 2009 semester, DECOS will be preparing a distance education teaching certificate curriculum for consideration.

*Documents: Blackboard 9.0 Training Schedules (Spring & Fall 09), Blackboard 9.0 July 20-23 Training Agenda (Appendix 26, 27)*

► **Library Resources**

The librarians developed SLOs for the three Library classes that are offered for credit. Since that time the librarians have been working on program level SLO's. The program level SLO's and accompanying assessment plans have been created and submitted to the SLO campus committee. Although it has not proved possible to increase the budget for materials to support the students, the librarians have concentrated on using our existing monies to enlarge the electronic collection of e-books both in Reference and in the non-fiction collection. We continue to work on promoting outstanding web sites and links to full-text books available for free through Internet resources.

*Document: Learning Resource Center Program SLO Assessment Report (Appendix 28)*

► **Teaching and Learning Center (TLC)**

During the academic years of 2007-2009, multiple departments and programs across campus collaborated in the development of a Teaching and Learning Center (TLC). Effective fall 2009 the Center is fully operational to provide resources to faculty in the forms of equipment, software programs, a library, technology to develop the most innovative instructional and student support delivery modalities in a classroom/counseling/library support environment (virtual or real), and a conference room. A full-time classified staff member monitors all activities in the Center: 50% of her time is devoted to the TLC. Any group, whose mission is to develop and train faculty, is allowed access to the equipment or facility on an "as need basis" or drop-in access unless an activity requiring the full use of the room has been reserve. Groups utilizing the TLC include the Student Equity and Diversity Committee, Faculty Enrichment Committee, Essential Learning Initiative, First Year Experience, Achieving The Dream, Customer Service Committee, Human Resources, Distance Education for College of the Sequoias, Learning Resource Center, etc. The TLC is funded by the Essential Learning Initiative (basic skills initiative) and the staff person is funded by the district.

*Documents: None*

**Recommendation 5**

The team recommends that the College focus on the needs of its diverse populations both on-campus and in the community, including new students, non-traditional populations, and persons of limited English ability. The College must pay particular attention in all of its learning environments to the needs of persons with disabilities, including access to facilities, services, instructional materials, and print and electronic media. The College should ensure that its public representations are universally accessible. (Standard IA.1, Standard A.1a, IIA.1b, IIA.2d, IIA.6c, IIB.3a, IIB.3b, Standard IIIA.4a, IIIA.4b).

Since the fall of 2006 the college has vigorously pursued improvements in meeting the needs of students from groups historically under-represented in higher education. The college now exceeds the referenced standards as exemplified by the initiatives discussed below.

► **Achieving the Dream (ATD)**

Achieving the Dream: Community Colleges Count is a national initiative to help more community college students succeed. College of the Sequoias is one of 20 community colleges in seven states that have joined the initiative. With the addition of these colleges, the initiative has grown to include 102 institutions – 98 colleges and four universities – in 22 states.

ATD is a long-term national initiative to help more community college students succeed – particularly those students who traditionally face the most significant barriers to success, including low-income students and students historically underrepresented in higher education. The initiative is built on the belief that broad institutional change, informed by student achievement data, is critical to significantly improving student success rates.

As part of joining ATD, COS made a two-year commitment to focus its efforts on closing performance gaps among students in targeted populations. ATD colleges are identifying methods for increasing student success and implementing interventions to create institutional improvements for all students.

*Documents: Achieving The Dream Presentation August 2009 (Appendix 29)*

► **California Tomorrow: Campus Change Network, Student Voices**

The Student Voice Project addressed several student realities:

- ⇒ Students are not deeply or systematically involved in the planning or change efforts of institutions,
- ⇒ Students' day-to-day experiences in navigating college systems in the context of their complex and demanding lives are often not understood by those more intimately involved in college planning efforts,
- ⇒ Provides avenues for colleges to systematically and cyclically gather and learn from the perspectives of students on campus,
- ⇒ Provides a vehicle for students to build their capacity to be change agents in the evolution of colleges' planning efforts to improve student success,
- ⇒ Students from California who come from the lowest income group in the nation; fall in the ranking as the highest proportion of students of color in the nation and; who are part of the 65% - 80% of California community college students who work an average 32 hours a week.

Through the Student Voices Project students learn what equity means for community college students; how to define a policy and evaluate a policy using a set of questions; how to conduct community college research through surveys and interviews and; how to communicate effectively and make presentations on their research.

The insights COS learns from our students' voices is used to examine policies and barriers that our students have identified as problematic in achieving success

*Documents: Student Voices Flyer, Student Voices Presentation May 2009 (Appendix 30a, 30b)*

► **Student Equity Plan**

The Student Equity Plan has gone through two major revisions since 2005. Written originally in January of 2005, it languished after it was turned in to the Chancellors' Office. In 2006, identified as an institutional priority, The Student Equity committee was reformed to include faculty, administrators, students and classified staff. COS contracted with California Tomorrow and over the last three years has provided valuable input as the plan was updated.

In response to a 2007 summit with approximately 50 stakeholders, the Student Equity Plan was redesigned incorporating new suggestions that came out of the summit. The plan instituted large scale initiatives such as First Year Experience, the COS Diversity Celebrations, the Early Alert Program and the addition of a second PUENTE cohort. Smaller, but still important gains have been made in student orientation and translation of materials into other languages. With the new Achieving The Dream Initiative, COS will use the Student Equity Plan (and many other action plans) to choose between 3-5 objectives that will help us succeed at greeting, teaching and evaluating all students equally.

*Document: Student Equity Plan and Student Equity Plan Objectives and Activities (Appendix 31a, 31b)*

► **Registration-to-Go (RTG)**

Registration to Go (RTG) is a program that registers new graduating high school students into fall and/or summer classes. COS brings all of the resources including to area high school campuses so that the students can apply for admission and register for classes at their high school. We administer placement testing, assist students with the COS application, the FAFSA, on-line orientation and setting up their COS e-mail. The high school

seniors receive a RTG orientation so they are prepared to register for classes. Admissions & Records personnel, counselors, financial aid personnel, first year experience personnel, outreach personnel and student ambassadors are a part of RTG in order to assist the graduating high school student with their first semester Student Educational Plan, building their class schedule, finalizing financial aid, registering for a first year experience cohort and registering for summer and/or fall semester classes. These services are especially helpful for the diverse student populations who may be first generation college students or those who are not familiar with the steps required to register for college, students who have limited English abilities as well as those who have transportation issues.

*Documents: Registration-to-Go Recap (Appendix 32)*

► **First Year Experience (FYE)**

The First Year Experience (FYE) Program was initiated in May 2007. The focus of the program is to enhance the success, retention and persistence of students with fewer than 30 completed college units. The program has expanded from six learning communities of 25 students per community, to 12 communities for fall 2009. A First Year Experience Seminar course has also been added, with the course incorporated into all learning communities for the fall 2009 semester. The program focuses on developmental level (remedial) students, and formulates half of our communities based on developmental English and Math courses. Key program efforts are to ensure we determine when students need assistance and to refer the students to campus resources and services that will give the students the best opportunity for academic success. Learning Communities have also been formed around specific populations of students, including athletes, career and technical education students, and African American students.

*Documents: Spring 2010 First Year Experience Learning Communities, Fall 2009 First Year Experience Learning Communities, First Year Experience Brochure (Appendix 33a, 33b, 34)*

► **Giant Step Orientation/Parent Orientation**

College of the Sequoias First Giant Step Orientation program has been consistently growing. During orientation students are exposed to different aspects of campus life and resources, including diverse campus clubs and student safety. First Giant Step Orientation is open to all incoming freshmen and anyone who has not completed their admissions orientation requirement. COS Parent Orientation program has also seen increased attendance with 57 attendees this year compared to 25 in 2008. Parents are invited to learn about the different resources available, including financial aid, transfer programs, campus safety, and FERPA laws. All information presented during these orientations is available online and on campus.

*Documents Fall 2009 Parent Orientation Survey Results (Appendix 35)*

► **Community Based ESL Non-Credit Courses**

COS began offering community based ESL classes in Fall 2007. As of Fall 2009, we have over 260 students participating in the off-site classes. This community based program reaches out to non-traditional students of limited English ability who would not otherwise have access to the main college campus. The classes are offered in collaboration with several nonprofit agencies and the Visalia Unified School District in nine communities:

- ⇒ Hanford— Self-Help Enterprise Community Resource Room (2 classes)
- ⇒ Goshen—Self-Help Enterprise Community Resource Room
- ⇒ Kettleman City—Family Resource Center
- ⇒ Visalia Oval—Community Services Employment Training (CSET)



- ⇒ Visalia—Manual Hernandez Elementary School (VUSD)
- ⇒ Pixley— Community Services Employment Training (CSET)
- ⇒ Earlimart— Self-Help Enterprise Community Resource Room
- ⇒ Farmersville—Self-Help Enterprise Community Resource Room
- ⇒ Woodlake—Proteus

The classes focus on the diverse needs of our students ranging from farm workers, displaced workers, parents wanting to help understand the educational system, citizenship and adults wishing to improve their employment potential. In spring 2009, COS bussed in over 250 community ESL students and their families to participate in the annual college open house. The students learned about the college and all of the opportunities available to them as students. A major goal of the community ESL program is to promote transfer into the on-campus ESL program and eventually into the vocational education programs or degree and transfer programs. Community ESL students also receive a certificate of achievement when they complete the beginning, intermediate or advanced level courses. In collaboration with the CSET and Radio Campesina, we have a strong outreach marketing campaign to the community. The classes have also been advertised via television on the Arriba Valle Central-Univision morning Spanish community program.

*Documents: ESL Off-Site Weekly Attendance Report; ESL Off-Site Weekly Attendance Report Spring 2009; ESL Off-Site Weekly Attendance Report, Fall 2009 (Appendix 37a, 37b, 37c)*

► **Disability Resource Center (DRC)**

The Disability Resource Center responds to the needs of students and the community to ensure that individuals with disabilities are provided access to campus facilities, services, and instructional material. To ensure that the campus is physically accessible to individuals with disabilities, the DRC routinely brings issues to the attention of the facilities/safety committee that might require mitigation. Staff of the DRC participate on the Room Utilization Committee in order to review classroom configurations and make recommendations so that classrooms are accessible to students with disabilities and that there is ease of access and egress from each classroom. The staff and faculty of the DRC provide technical assistance to the campus to ensure that learning environments are accessible to persons with disabilities.

The DRC provided a faculty enrichment presentation at the beginning of the fall 2008 semester in order to collaborate more effectively with faculty on the provision of accommodations and services to students with disabilities. Additionally, a committee comprised of the vice president of student services, access specialist, distance education director, director of the learning center, director of the disability resource center developed a resource guide on providing accessible instructional material that complies with sections 504 and 508 of the Rehabilitation Act. A brief presentation of the material was provided at the fall 2009 convocation. The material has been posted on the COS intranet and training sessions have been scheduled through the High Tech Training Center to occur during the fall 2009 semester.

*Document: Disability Resource Center Annual Report 2008-09 (Appendix 38)*

► **Accessibility Initiative**

In the spring of 2009, a small task force convened to develop and recommend a set of procedures and resources for faculty to facilitate 508 compliance of electronic instructional media. The efforts of the task force comprise the elements of the accessibility initiative. Over

the spring and summer 2009, the task force developed a resource guide for faculty that explains faculty responsibility, along with the procedures established to support faculty efforts. The resource guide will be distributed campus-wide in the fall 2009 semester. Additionally, the team secured subscriptions to licenses, accessible streaming video repositories to support faculty in adopting accessible videos. The LRC Director and the DEC are serving as resources for faculty concerning alternate media selections.

Instructional Media Services and Disability Resource Center staff also play a role in providing direction and services to faculty who are fulfilling their responsibility to provide accessible instructional media to their students. The task force made a presentation at the fall 2009 campus-wide convocation to explain the basic elements of the accessibility initiative. Subsequent training and information sessions will be scheduled periodically for all divisions. Additionally, in August 2009 training sessions facilitated by staff from the Chancellor's Office High Tech Center were facilitated by COS.

*Documentation: Resource Guide for Providing Accessible Instructional Materials (Appendix 39)*

► **Community College Survey of Student Engagement**

COS participated in the Spring 2009 administration of the Community College Survey of Student Engagement (CCSSE). The CCSSE, a national survey coordinated by the University of Texas (Austin), measures student "engagement," as a student's level of involvement and "connectedness" with his or her institution, both a measure of quality and a strong factor in student success. The University randomly selected 53 course sections to survey; COS selected an additional 9 sections focusing on our Hanford campus and our First Year Experience program. The CCSSE data will point to areas needing improvement. The CCSSE data also provides COS benchmarks, against which we can measure the effect of our engagement strategies over time.

*Documents: CCSSE Overview Report (Appendix 39a)*

► **Tech Prep Expo**

In collaboration with the Tulare and Kings County Office of Education, Kings and Tulare County ROP's and Visalia Unified School District, COS held the GIANT Tech Prep EXPO on March 26, 2009. GIANT EXPO was held on the COS campus and included 34 different vocational and academic competitions. This event was well attended and last year we had over 600 high school student attendees competing for prizes. Included was a program for middle school students which enabled them to explore different career pathways and over 240 middle school students visited the COS campus. The Giant Tech Prep EXPO is a strong business connection that has been quite successful in introducing students to careers options as well as rewarding them for their career-technical education success. EXPO 2009 set records for business partner participation, enlisting their time to judge contests, visit with students, and sponsor competitions.

*Documents: Tech Prep Expo 2009 Program, Tech Prep Expo Competition Results (Appendix 40a, 40b)*

► **Giant Open House**

The Student Activities and Affairs Office coordinated the Annual Giant Open House and Chalk Art Festival on April 25, 2009. This fun and informative campus-wide event provided the opportunity to showcase the outstanding programs and services COS has to offer to our local community members and potential students. We invited and transported

approximately 250 ESL students and their families which provided a firsthand college experience for this specific group. The event was advertised in English and Spanish through newspaper ads and several radio segments. The event included 36 exhibitors (COS programs and services), offered 30 workshops on a variety of topics, entertainment and lunch.

*Documents: Giant Open House Announcement (Appendix 41)*

### **Documents in Spanish**

In an effort to reach the high percentage of our underrepresented non-English speaking or ESL student population it was agreed there was a great need to provide information and services in the Spanish language in order to keep more students informed about our policies and procedures. In 2007, the Vice President of Student Services initiated this process and used Rescribe, a translation service to translate standardized forms utilized by Student Services administrators and staff into the Spanish language. This process is ongoing with new forms now submitted for translation as the need arises. Once established in Spanish form, it is then the responsibility of each department to annually update their individual forms. The future plan is to have all these forms made available on the COS website. The following documents have been translated from the English Language to Spanish: Letter to High School Students & Parents; Registration Checklist – spring 2007; Fast Track/Bridge Program 2007-2008; Semester Schedule of Classes; Add/Drop Classes Form; Application for Associate Degree; Financial Aid Notations for inclusion on documents; Application for Counseling Services.

*Documents: Registration Checklist English, Registration Checklist Spanish (Appendix 42a, 42b)*

### ► **Involvement with Parent Institute for Quality Education (PIQE)**

In the spring of 2007 members from ProYouth HEART (HEART), Parent Institute for Quality Education (PIQE), Visalia Unified School District (VUSD) and COS embarked on a collaboration to provide parenting classes for parents of grammar school children. The PIQE program provided the curriculum and instruction for this project. The curriculum emphasized strengthening the school to home partnership role of parents in their child's education. The PIQE program coordinators and staff are bilingual and cross-cultural English/Latino and provide instructional materials in English and Spanish. The HEART program funded the PIQE classes and provided child care at the school sites. VUSD school site administration and staff assisted PIQE in the program setup and coordination.

The role of COS was to provide a .5 unit of college credit for parents successfully attending the program. The majority of parents attending the classes had never enrolled in a college course. After the first semester of classes it was found that numerous parents did not register for the course due to the application form only written in English and residency issues. To overcome these barriers, the application has been translated into Spanish and a non-credit course was written, approved and implemented for parents with residency issues. In spring semester 2009, 117 parents were awarded .5 unit and 165 parents completed 12 hours of non-credit course work.

### ► **TRiO/Upward Bound Math & Science (TRiO/UBMS)**

A six-week Summer Academy marked the completion of year two of five for the TRiO Grant/Upward Bound Math & Science. In its two years, TRiO/UBMS has not only focused on serving its targeted population but it has also stressed in them the importance of pursuing a STEM degree/career. During the Summer Academy,



students earned high school and college credit by enrolling and completing three college level courses. The TRiO Grant/Upward Bound Math & Science is currently serving 55 total students, 5 students more than what it was originally funded to serve. As part of its agreement with the US Department of Education, COS's TRiO Grant/Upward Bound Math & Science provides these 55 students the additional services of: weekly after school tutorials at each of the four high schools; monthly educational Saturday sessions at COS; college/university campus visits; and cultural, educational and recreational field trips.

*Documents: TRiO Summer Academy 2009 Report (Appendix 43)*

► **Puente Project**

The Puente Project is a transfer readiness program co-sponsored by the University of California and the California Community College Chancellor's Office. The Mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Puente has four main components. 1) The first year a student takes two English classes, 251 and 1. The content of both courses focuses on Latino authors and issues. Also a study skills class; Human Development 120AB is taken each semester for the first year. 2) Students work consistently with their Puente counselor each semester to develop and monitor an educational study plan and for personal counseling until they are ready to transfer. 3) Students are matched with community members from various professions who will share their knowledge and experience with the students.

Puente students take educational field trips to universities each year and attend an annual statewide Puente Student Conference. Also, the Puente Club helps students develop leadership skills by networking with local community members, attending professional conferences, participating in cultural events and providing community service.

The Puente Project is a national award winning program that has helped thousands of educationally underserved students succeed in school and college through teaching, counseling, and mentoring. Puente currently serves students in 54 community colleges and 35 high schools throughout California.

*Documents: Puente Project Description – English-Spanish, Puente Brochure, Puente Mentor Flyer, Puente Mentor Brochure (Appendix 44a, 44b, 44c, 44d)*

► **University Preparatory High School (UPHS)**

Beginning this fall, COS hosts an early college high school called University Preparatory High School. This project, run by the Tulare County Office of Education, is a collaborative effort between the two institutions. Currently enrolling 76 high school freshmen, UPHS offer those students the opportunity to complete high school and earn sixty transferrable units all within four years. With a theme of the helping professions, UPHS emphasizes occupations in the areas of health, education, social work, criminology, and business.

*Documents: MOU University Preparatory High School, UPHS Charter Petition, UPHS Recruitment Flyer (Appendix 45a, 45b, 45c)*

► **Latina Leadership Network (LLN)**

College of the Sequoias has been supportive of the newly developed chapter of the Latina Leadership Network, established in 2007. LLN focuses on helping promote higher education and professional development of Latinas.

In the 2006-07 academic year, 45,624 Hispanic/Latino students statewide dropped out of high school, a rate of 5.2 percent.

In November 2008, LLN hosted its first Latino Youth Leadership Academy on the COS campus, spearheaded by the president of LLN, Anna Williams. The goal of this event was to bring awareness to these youth that college can be a part of their future and to establish a positive mentor relationship for each student. This is what inspired COS and the LLN's involvement. The event was funded in cooperation with COS and Tulare County Office of Education. Among the volunteer presenters were instructors, doctors, authors and keynotes like Visalia Unified School District Superintendent, Stan Carrizosa, Visalia Mayor, Jesus Gamboa and Superior Court Judge Valerino Salcedo, and Richard Santana "Homeboy Goes to Harvard". Over two hundred at-risk middle school aged boys were handpicked to participate in the Academy. The full day of break-out sessions included career choice planning, music, science, writing, self esteem and respecting others. Parents were also welcomed to attend a parenting session. Lunch, t-shirts and certificates of participation were distributed to the boys. COS will once again host its second annual Latino Youth Leadership Academy in October 2009. In addition, COS will host the annual Latina Leadership Network and California Community College's 23<sup>rd</sup> annual Conference on March 11-13, 2010.

*Documents: Latino Youth Leadership Academy Flyer, Latino Youth Leadership Academy Letter (Appendix 46, 46a)*

► **Expanding Your Horizons (EYH)**

COS continues to co-sponsor the annual Expanding Your Horizons Conference with the Tulare County Office of Education. Expanding Your Horizons is part of a national movement dedicated to increasing the number of women choosing careers in science, technology, engineering and mathematics-based (STEM) disciplines. The program has grown to serve over 900 girls from our service area. Nearly 40 workshops providing hands-on experience in science, mathematics and engineering are offered by COS faculty and students, local scientists and educators. The Expanding Your Horizons Conference was developed based on the following assumptions:

- ⇒ In order to increase the participation of women in mathematics, science, and engineering careers, there must be an increase in the pool of qualified women.
- ⇒ In order for young women to have the option to enter mathematics, science, and engineering careers, they need to choose to take the appropriate mathematics and science courses in high school.
- ⇒ Intervention strategies are needed that increase the participation of girls in mathematics by nurturing enjoyment and confidence in mathematics, by connecting the value of mathematics to career opportunities, by providing career role models, and by actively encouraging girls to persevere in mathematics coursework.

Working together with the COS Mathematics Engineering and Science Achievement (MESA) program, EYH offers college STEM students the opportunity to perform community outreach and volunteerism during this conference.

*Documents: Expanding Your Horizons Flyer Fall 2008 (Appendix 47)*

► **National College Health Survey**

During the spring of 2009, COS participated in the American College Health Association’s (ACHA) National College Health Assessment (NCHA) survey. Approximately 600 students were surveyed and the results were sent back to ACHA for compilation. The results were returned to COS in both electronic format (in the form of a CD) and in hard copy format. The sample included students who were very representative of the COS population. (See page 17 of the attached executive summary.) When comparing the survey demographics to the entire COS population in the areas of age, gender and ethnicity, the percentages were very close, lending validity to the results. The survey has been made available to all COS faculty with the intent of supplying the college with information that will give us a clearer picture of the students we serve.

*Documents: National College Health Assessment Spring 2009 (Appendix 48)*

► **Psychological Services at Health Center**

The counselors and staff of the Student Health Center’s psychological services are deeply committed to meeting the needs of the college’s diverse population. The Psychological Services Supervisor, who coordinates the services and recruits counselors for the program, actively seeks bilingual and bi-cultural counselors so that the college is prepared to meet the mental health needs of our diverse students. In addition, the counselors working within the psychological services program are trained to practice their counseling skills within the guidelines of the National Association of Social Workers (NASW) Code of Ethics. Section 1.05 of the NASW Code of Ethics specifically addresses our response to cultural competency and social diversity. Lastly, we strive to make our counseling services available and accessible to non-traditional students by providing outreach presentations to various classes and clubs on campus.

*Documents: Code of Ethics of the National Association of Social Workers (Appendix 49)*

**Recommendation 6**

The team recommends that the College develop a process by which all policies are regularly reviewed and updated to meet Accreditation Standards, including, but not limited to tenure review; hiring & evaluation processes (management, classified, and faculty); employee professional ethics; board policy concerning ethics policy violation; boardmanship training & development; accommodations for students and staff; academic honesty policy

(Standard IB.1, II.B.1, II.B.2c, Standard IIIA.1d, IIIA.4, IIIA.4c, and Standard IVA2, IVA2a, IVA2b, IVA.3, IVA.5. IVB.1f)

Even before the visiting team arrived in the fall of 2006, the college had established a process for the review, development, and updating of all board policies and administrative procedures. This process was conducted collegially and was completed earlier this year. The college is now moving to review and revise forms that implement these procedures and to create electronic versions of each form—complete with web based review, approval, and electronic signatures. The college now meets all the referenced standards.

► **Board Policy updates**

The creation of needed policies and the revision of existing Board Policies began in Spring 2007. Appropriate administrators, along with committees comprised of Academic Senate and CSEA members, addressed their individual areas of expertise. Assignments and Board of Trustee approval dates follow:

⇒ Board of Trustees - Bill Scroggins, Superintendent/President – Fall 2007

- ⇒ District and General Institution - Kristin Hollabaugh, Executive Director, Foundation/ Institutional Advancement - Spring 2007
- ⇒ Academic Services - Vice President, Academic Services – Spring 2008
- ⇒ Student Services - Frances Gusman, Vice President of Student Services – Spring 2008
- ⇒ Business and Fiscal Services - Rod Frese, Vice President of Administrative Services – Fall 2007
- ⇒ Human Resources - John Bratsch, Dean, Human Resource Services/Legal Affairs – Fall 2007

The policy development process was expedited in most instances by the use of templates provided by the Community College League of California Community's (CCLC) Policy Service. As drafts were completed, they were reviewed, revised if needed, and approved by: 1) area councils, 2) the President's Cabinet, 3) College Council, 4) Academic Senate for academic affairs, and, 5) Board of Trustees. A complete area review will be conducted each semester, along with addressing the suggested current updates from CCLC. Coordination of the effort is provided by Elaine Webb of the President's Office.

*Documents: None*

► **Administrative Procedure updates**

The revision/creation of Administrative Procedures began upon completion of the Board Policy process. While the administrators listed above assumed direct responsibility, individuals most directly involved with the implementation of the corresponding Board Policy prepared draft procedures. These were reviewed, revised if needed, and approved by: 1) area councils, 2) the President's Cabinet, 3) College Council, and, 4) Academic Senate for academic affairs. Administrative Procedures were provided to the Board of Trustees as information items only. Completion dates for each section follow:

- ⇒ District – No Administrative Procedures
- ⇒ Board of Trustees – Fall 2007
- ⇒ General Institution – Spring 2009
- ⇒ Academic Services – Spring 2009
- ⇒ Student Services – Fall 2008
- ⇒ Business and Fiscal Services – Fall 2008
- ⇒ Human Resources – Fall 2008

A complete area review will be conducted each semester, along with addressing the suggested current updates from CCLC. Coordination of the effort is provided by Elaine Webb of the President's Office.

*Documents: Plan of Action for President's Cabinet (Appendix 51)*

► **Subscription to Update Service**

The Board Policy and Administrative Procedure Service is provided to COS by the Community College League of California, in partnership with Liebert Cassidy Whitmore, a California law corporation. Board Policy and Administrative Procedure Templates, along with semi-annual updates to keep policies and procedures current, are provided. Updates received during the development of policies and procedures were automatically incorporated into the documents. Updates received after approval of policies and procedures will be addressed in Fall 2009. Also available to COS are workshops and policy development assistance. Coordination of updates is provided by Elaine Webb of the President's Office.

*Document: (Appendix 52) [http://www.ccleague.org/files/public/Update16\\_Overview.doc](http://www.ccleague.org/files/public/Update16_Overview.doc)*

► **Form Review**

In our continuing effort to become a paperless organization, we are in the process of reviewing all the printed forms used at COS. A study group was established to review each form and discuss it with the administrator and staff which originate the form to determine current use and continued use. The goal is to eliminate some forms and make others more accessible while being ever aware of efficiency and student /staff ease of use.

The process has been to review each form and initially relate it to either a Board Procedure (BP) or and Administrative Procedure (AP). Some forms do not have a related procedure and a determination will need to be made if one needs to be created or the form eliminated. The final result will be that every form will be electronic and online, associated with an AP or BP if necessary, have a date posted when it was adopted, the sequence of approval on the form, and the final filing location. The forms will be posted as both internal and external documents on SharePoint and will be able to be accessed by either students or COS local constituencies as appropriate.

*Document: Form Grid (Appendix 53)*

► **Annual Board Retreats**

Each winter the governing board of the college holds a two day retreat. This retreat serves several purposes. Through the college planning and evaluation process, the board receives updates on progress in all college programs—academic, support, and administrative. The board also reviews and updates as needed the college vision statement. The meeting presents an opportunity for the board to set district priorities for the coming year. The board conducts its annual review in public sessions leading up to the retreat and then utilizes the retreat for more in depth discussion of improvement of board practices. Beginning this year, the board is participating in the CLASS project (California Leadership for Advancing Student Success). This project involves board discussion of data on student success, reports on college analysis of this data, progress on interventions to improve student success, and reflection on college policies that may inhibit student success. It is anticipated that these data-driven collegial discussions will assist the board and the college in making student success and even greater priority.

*Documents: 2009 Board Retreat Agenda, Vision Statement, Board Priorities for 2009-10, 08-09 Board Evaluation – Open Ended Questions (Appendix 54a, 54b, 54c, 54d)*

## SELF-STUDY PLANNING AGENDA REPORT

The following is a brief description of the progress College of the Sequoias has made on our 35 self-identified areas of improvement in the 2006 self study and accreditation report. Each issue is referenced by the standard/s under which it addresses.

### STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A.4. The institution's mission is central to institutional planning and decision making.

1. College Council and the Institutional Planning Committee will refine the process which articulates the relationship between the decisions that are made and the Mission of the College.

Working with the Academic Senate, the College Council created a set of budget decision flow charts. These charts spell out the decision making process in all the key areas of the college: faculty positions; classified positions; supplies and maintenance; facilities, non-instructional equipment, and instructional equipment.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

2. The College Council will refine the goal development process to include identification of responsible staff and funding resources and will develop a process for consistently evaluating goal attainment.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

3. The College Council will identify and investigate models of measuring institutional effectiveness, and adapt a method to the planning process at COS.

Currently, the college measures goal attainment with key indicators at the macro level, that is, at the level of institutional goals. The current strategic plan is due for renewal this year, and the intention is to add key indicators at the objective level. An action plan will be added that includes activities planned to achieve each objective. Unit plans that are developed through the program review process have activities that will be connected to college objectives and evaluated with these same key indicators. The components of the activities will be timeline, benchmarks, responsible party, and resources needed.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

4. The College Council and the Institutional Standing Committees will formalize processes for systematically reviewing and modifying the planning cycle. At the end of the year, completion of the action plans will be communicated to all constituencies.



The planning cycle was modified through an initiative of the Program Review Committee. The cycle now begins each spring with the units up for program review going through training and receiving their data files. The program review cycle ends in mid fall in time for the unit plan resource requests to be processed through the budget decision process.

## STANDARD II: STUDENT LEARNING PROGRAMS & SERVICES

### II.A. Instructional Programs

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and upholds its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

5. The Academic Senate, the Campus Curriculum Committee, and the Student Learning Outcomes Committee will work in concert to educate the campus community in identification of student learning outcomes and methods of assessment of student learning.

These committees continue to work together to move forward on student learning outcomes.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

6. The Campus Curriculum Committee will develop a series of workshops to assist course authors in pairing appropriate course delivery methods with course objectives and content.
7. The Campus Curriculum Committee and the Academic Senate will enlist the assistance of the Office of Institutional Research and Grants to develop an evaluation process for modes of course delivery.

The college has an active Distance Education Committee which is finalizing a system to evaluate courses offered in one of the distance education modes. This committee has worked in concert with the Faculty Enrichment Committee to offer training on pedagogical methods and curriculum design which are appropriate to the stated distance education mode in order to effectively achieve course objectives.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

8. The Campus Curriculum Committee, with the assistance of the Student Learning Outcomes Committee, will develop tools and techniques for the assessment of student achievement of course SLOs. Identification of the means of assessing SLOs will become a mandatory part of the course outline template.

The college has adopted the CurricUNET system for developing and approving course outlines online. Expected student learning outcomes are part of this system as are methods of evaluating outcomes.

II.A.2. The Institution assures the quality and improvement of all instructional courses and programs offered in the name of the Institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

9. The Academic Senate will identify criteria used to define quality in instructional courses and programs. These criteria will be forwarded to the Program Review Steering Committee for inclusion in the Program Review process.

Last year, through a process led by the Academic Senate and the Program Review Committee, the program review process was revised to be much more data driven and to require responses to more structured evaluative statements.

II.A.2.b. The Institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The Institution regularly assesses student progress towards achieving those outcomes.

10. The Academic Senate will establish a realistic deadline for inclusion of evidence of student achievement of learning outcomes in all programs, certificates, and majors. This evidence will be documented in Program Review information.
11. The Campus Curriculum Committee will review all programs, certificates, and majors for evidence of a process to determine student achievement of learning outcomes.

The Academic Senate, working with the Program Review Committee and the Student Learning Outcomes Committee, has established a process to create and assess statements of expected student learning outcomes for each of the college's degree, certificate, and transfer programs. This process has begun this fall. The program review system has been modified to include program level student learning outcomes. These results will be reviewed by the Program Review Committee rather than by the Curriculum Committee.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

12. The Campus Curriculum Committee will develop written guidelines to address breadth, depth, rigor, and sequencing of courses that will be disseminated to course authors.

The Curriculum Committee has developed a website which includes guidelines for courses in meeting Education Code and Title 5 regulations for the creation of courses to ensure breadth, depth, rigor and sequencing. Additionally, training has been provided and this discussion is an ongoing part of curriculum work on the campus.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.



13. The Campus Curriculum Committee will develop a timeline and a process to review majors and programs for relevance and effectiveness.

This process is accomplished through the new revised program review process. The evaluation is done by the Program Review Committee through reports to the Academic Senate and the Board of Trustees.

14. The Campus Curriculum Committee will enforce the five-year review policy, through the Program Review process.

The college has made significant progress in updating course outlines. The adoption of the CurricUNET system has been a major asset. The Curriculum Committee developed a Course Currency Policy, which has been approved by the Senate and is currently underway. This policy will ensure that courses are up to date by late spring 2010. Those courses that are not updated will be deleted from the catalog beginning fall 2010.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

15. The Campus Curriculum Committee will develop criteria that will provide consistency in awarding unit values to lecture, laboratory, and activity courses.

The revision of Administrative Procedure 4090, Unit/Credit Hour Configuration, set out a consistent standard for the relationship between course hours and units awarded. This Administrative Procedure was revised through a process led by the Academic Senate. It has subsequently been programmed into the CurricUNET course approval process to ensure uniformity.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the Institutions officially approved course outline.

16. The Academic Senate will work with the Campus Curriculum Committee and the SLO Committee to develop a method(s) to ensure that official student learning outcomes identified in the official Course Outline are communicated to students in a consistent manner in the course syllabus.

In adopting the CurricUNET system of online course development and approval, the college included a required section on student learning outcomes. These statements are reviewed by the chair of the Student Learning Outcomes Committee during the course approval process. The Academic Senate has made initial progress on a course syllabus template that includes statements of expected student learning outcomes.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

17. The Office of Academic Services in concert with the Articulation Officer will develop a written policy for those students who wish to transfer to College of the Sequoias.
18. Written policies for transfer to College of the Sequoias will be placed in the *COS General Catalog* and on the website.

In the development of the 2009-11 College Catalog, all academic policies were reviewed and updated as appropriate.

## **II.B. Student Support Services**

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable service to students regardless of service location or delivery method.

19. Student Services will review and revise outreach efforts to ensure information regarding financial aid and EOPS/CARE is presented during these sessions.

The college has implemented a Registration-To-Go process in which a college team visits every high school in the district. The team provides a brief orientation to the college, the opportunity to plan an initial course schedule, and, through a wireless network connection, the ability to register for courses. Qualified team members provide relevant information on financial aid and the various support programs offered by the college.

II.B.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

20. Identify and implement a convenient, cost effective e-mail process to communicate with all students.

The college now provides email accounts to all students. Students may connect the college email to their personal email account so that information sent via the campus system is forwarded to the email they use regularly.

## **II.C. Library and Learning Support Services**

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

21. Learning Resources will explore additional sources of funding for books and on-line databases in order to keep pace with price increases.

Within the limited resources available, the Learning Resource Center has maintained and expanded online resources including databases and has continued the e-books project.

## STANDARD III: RESOURCES

### III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

22. Human Resources will work with the appropriate groups and develop comprehensive hiring procedures and Board Policies for classified staff and administrators.

All board policies and administrative procedures in the human resources area were reviewed and updated as appropriate. As mentioned above, the budget decision charts spell out the decision making process used to prioritize the hiring of full-time faculty and staff while assuring that these decisions are based on program review information.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

23. Human Resources will work with the appropriate groups and develop Board Policies for the evaluation of confidential employees and administrators.

These procedures were reviewed and updated last year.

24. Academic Senate will review the evaluation process and content of faculty evaluations and make recommendations for changes that will reflect professional obligations, other than teaching, and will strengthen the connections between the evaluation and improvement in job performance.

The faculty evaluation process is in active negotiations between the District and the COS Teachers Association. The Academic Senate has been actively involved in the dialog with both groups.

25. CSEA will review the evaluation process and content for classified staff and make recommendations that will strengthen the connections between the evaluation and improvement in job performance. The President's Cabinet will review the evaluation process and content for administrators and confidential employees and make recommendations that will strengthen the connections between the evaluation and improvement in job performance. Human Resources will initiate a change in Board Policy 5070 to reflect the practice of evaluating tenured faculty once every three years.

These issues were addressed in the comprehensive review of board policies and administrative procedures.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

26. CSEA will develop a written code of professional ethics for classified staff.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

27. The Academic Senate, PACE and the Management Council will research the professional development needs of their relative constituencies to better understand the source of dissatisfaction and then make recommendations on improving professional development opportunities.

Beginning three years ago, funding for faculty and staff development was restored and the committees resumed activity. Based on a needs survey, a comprehensive series of workshops have been developed and offered. Through union negotiations, an additional three days of faculty development have been added beginning this year. A process for flex credit has been developed.

### **III.B. Physical Resources**

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

28. The Facilities Office will work with Academic Services to develop a method by which effective classroom utilization can be assessed.

Beginning in Fall 2006 a Room Utilization Committee consisting of administrators, staff, and faculty division chairs met twice monthly. The committee evaluated the facilities utilization on campus on a room-by-room basis. The college made funds available that were used to reorganize, remodel, and renovate classrooms on campus to meet Title 5 room utilization standards, create a positive and effective learning environment, and upgrade rooms to a campus multimedia standard. The project will be completed this year.

### **III.C. Technology Resources**

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

29. The Institutional Technology Committee will review their plans for systematic replacement of technology resources and make any necessary modifications. The Institutional Technology Committee will then work with the Institutional Budget Committee to develop recommendations to the College Council on the methods by which these plans can be implemented in a realistic and on-going fashion.

Beginning in the 2006-07 fiscal year, the college has provided resources to replace computers on campus on a four-year refresh cycle. Currently, those funds are provided through a combination of general fund resources and local general obligation bond funds.

### III.D. Financial Resources

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

30. The Superintendent/President will work with governance committees to develop a process for funding institutional goals, especially those not identified or associated with specific divisions or programs.

Though the program review and budget development process, projects emerge that request resources in the areas of faculty, staff, equipment, technology, and facilities. State funding levels determine the available resources to hire additional faculty and staff. The college has set aside budgeted funds for new expenditures in the areas of equipment, technology, and minor facilities renovation to the tune of \$50,000 each. Prioritization of these budget requests follows the budget decision charts mentioned above.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

b. Appropriate financial information is provided throughout the institution.

31. Administrative Services will place the *Budget Book* and all budget updates reported to College Council and the Institutional Budget Committee on the College's website. The locations and availability will be announced to the College via e-mail.

The college president make regular budget updates through the Weekly Board Report which is also posted on the web. The Budget Book is also posted on the president's web page.

32. Programs and services will provide pertinent, program-specific budget information a minimum of four times per year to their area personnel.

Budget and expenditure information is available to cost center managers through the online Banner information query system.

## STANDARD IV: LEADERSHIP AND GOVERNANCE

### IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special- purpose bodies.

33. The Board of Trustees will review the "Principles of Collegial Governance" adopted in 1989 to ascertain whether the policy reflects current practice. [Note: This document is the precursor to the currently used policy, "Participatory Governance Model."]

The College Council reviews the "Participatory Governance Model" document annually and makes appropriate changes as needed.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

34. All shared governance committees and standing committees will post minutes from their meetings on the COS website.

For each college council standing committee, the college has provided a management facilitator and clerical support to produce minutes and agendas and handle other logistical support. The college has implemented an intranet system using SharePoint software. This system has a location to post documents for each committee. The college has provided training on the use of SharePoint and begun implementation this fall.

#### **IV.B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

35. The Board of Trustees will develop a policy for dealing with behavior that violates its code of ethics.

The Board of Trustees has reviewed and updated Board Policy 2715, "Code of Ethics/Standards of Practice," but has not yet adopted implementing Administrative Procedures.



## **SUBSTANTIVE CHANGE IN PROGRESS, PENDING, AND PLANNED**

There are three areas for College of the Sequoias that are substantive changes: opening a new Education Center in Hanford, CA, a new degree and certificate program in helicopter piloting, and changes in our Distance Education program.

College of the Sequoias is opening a new Center in Hanford, California beginning in Fall 2010. In addition to offering general education courses the new center will house our police and fire academies and our truck driving programs.

With the passage of Measure C in November of 2006, the residents of Hanford voiced their support for expanded instruction and services from College of the Sequoias. The intention for the first year is to offer general education courses for a student to fulfill approximately 50% of their general education requirements at the Center. As each year progresses more classes will be offered to enable the following educational goals to be achieved: completion of all general education requirements for transfer to CSU and awarding of an Associate Degree, basic courses in Math, English and ESL to assure readiness for college courses, support courses to assist in academic success, and selected electives to reflect community interest.

As enrollment at the Hanford Center grows, more opportunities to address these educational goals will be available. The variety of courses offerings will expand, the number of sections of high demand courses will grow, the selection of times—morning, afternoon, evening—will be more varied, and the spread of sections across semesters—fall, spring, summer—will increase.

One of the aspects of the connection of the Hanford Center to the main COS campus will be the opportunity for Hanford students to take distance education classes. The Center will have a distance education lab that will provide live, two-way audio-video simulcasts from the main campus to the Center. The computer lab will enable students to access both fully online classes and “hybrid” classes that meet partially face-to-face and partially online. Furthermore, partnership with the Hanford Joint Union High School District will allow pre-nursing courses to be taught in the evening at the new high school adjacent to the Center.

On March 31, 2009, college of the Sequoias submitted a Substantive Change Proposal for a New Educational Program offering Associate Certificate Degrees in Professional Pilot-Helicopter. Part of our mission is to help the diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. The associate degree has been structured to permit students to transfer to the California State University program with their general education requirements met.

This program has been added due to the industry shortage for helicopter pilots. COS is located in one of the richest agricultural regions in the world. Increasingly, agriculture is relying on the application chemical fertilizer and pesticide to remain competitive. Helicopters are becoming the preferred agricultural application method because of the accuracy of application. Due to the shortage of helicopter pilots in the region, the ability of the helicopter agricultural applicators to supply services to the agriculture industry is negatively impacted.

Within this academic year, COS is planning to turn in a Substantive Change application to the Chancellor's Office for our Distance Ed program. Currently, College of the Sequoias (COS) has the potential to offer several Business Division degrees and certificates, as well as an Associate of Arts degree in Social Sciences, with 50 percent or more of the classes for these degrees and certificates offered through distance education. COS proposes to add distance education delivery to course offerings college-wide without supplanting traditional, face-to-face courses.

Distance education courses help COS achieve part of its mission, “to help our diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.” The COS service area encompasses an immense geographic range with widely scattered communities and the people of Kings and Tulare counties are underserved in easy access to higher education compared to most of California’s population. Thus, distance education from COS is particularly critical to those living in such widely disparate areas as Giant Forest, Alpaugh and Sultana.



## APPENDIX LISTING

APPENDIX	TITLE
1	College Mission Statement
2	Participatory Governance Model
3	Agenda and Minutes for College Council
4	Fiscal Procedures, Summary of District-COSTA Negotiations, July 2009
4a	Summary of CSEA-District Negotiations, August 2009
5	Scroggins 2009 Evaluation Document, Scroggins 2009 Evaluation Comments
6	President's Weekly Board Reports
7	Heritage Month Timeline
8	American Indian Heritage Month
9	European American Heritage Month
10	Child Development Center Budget Comparison
11	CSEA Agreement on the Child Development Center
12	FEC Mission Statement
13	Excellent Customer Service Guide
14	Board Policies and Administrative Procedures Revising Process
15	Budget Decision Making Flow Chart
16	Memo to Academic Senate on Program Review
17	Instructional Program Review and Annual Updates
18	Program Review Schedule: 2009-2013
19	Student Services Program Review Form: 2007-2008
21	Institutional-Level Assessment Report
23	Program Review Section 11A Student Learning Outcomes
24	2009 SLO Annual Report
25	General Education Committee Plan 2009-2010
26	Blackboard 9.0 Training Schedules (Spring & Fall 2009)
27	Blackboard 9.0 July 20-23 Training Agenda
28	Learning Resource Center Program SLO Assessment Report
29	Achieving the Dream Presentation, August 2009
30a	Student Voices flyer
30b	Student Voices Presentation, May 2009
31a	Student Equity Plan
31b	Student Equity Plan Objectives and Activities
32	Registration-to-Go Recap
33a	Spring 2010 First Year Experience Learning Communities
33b	Fall 2009 First Year Experience Learning Communities
34	First Year Experience Brochure
35	Fall 2009 Parent Orientation Survey Results
37a	ESL Off-Site Weekly Attendance Report

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## APPENDIX LISTING

<b>APPENDIX</b>	<b>TITLE</b>
37b	ESL Off-Site Weekly Attendance Report, Spring 2009
37c	ESL Off-Site Weekly Attendance Report, Fall 2009
38	Disability Resource Center Annual Report 2009-2009
39	Resource Guide for Providing Accessible Instructional Materials
39a	CCSSE Overview Report
40a	Tech Prep Expo 2009 Program
40b	Tech Prep Expo Competition Results
41	Giant Open House Announcement
42a	Registration Checklist English
42b	Registration Checklist Spanish
43	Trio Summer Academy 2009 Report
44a	Puente Project Description, English-Spanish
44b	Puente Brochure
44c	Puente Mentor Flyer
44d	Puente Mentor Brochure
45a	MOU University Preparatory High School
45b	UPHS Charter Petition
45c	UPHS Recruitment Flyer
46	Latino Youth Leadership Academy Flyer
46a	Latino Youth Leadership Academy Letter
47	Expanding Your Horizons Flyer Fall 2008
48	National College Health Assessment Spring 2009
49	Code of Ethics of the National Association of Social Workers
51	Plan of Action for President's Cabinet
52	Subscription Update Service
53	Form Grid
54a	2009 Board Retreat Agenda
54b	Vision Statement
54c	Board Priorities for 2009-2010
54d	2008-2009 Board Evaluation-Open Ended Questions

# College of the Sequoias

## Institutional Self Study Report in Support of Reaffirmation of Accreditation

Submitted by

College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277

To

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

September 2006

## Certification of the Institutional Self Study Report

Date: August 21, 2006

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of the institution.

Signed,

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Dr. William Scroggins, Superintendent/President

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John A. Zumwalt, President, Board of Trustees

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Dale Norton, Interim VP Academic Services, Accreditation Liaison

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Dr. Dorothea Trimble, Accreditation Chair

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Stephen Natoli, Academic Senate President

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## Introduction

### History & Change

Founded in 1926, College of the Sequoias (COS) serves the residents of Tulare and Kings Counties as a center for higher education and vocational training. COS has occupied its current location since 1939. The campus is continuing to change and in the last six years has seen the completion of the Music Building and the Learning Resource Center. Additional portable buildings have been located on the Visalia campus in order to accommodate a number of different programs, including Computer Services, COS Health Center and the CSU Fresno Center.

In Fall 2004, COS served 10,616 students which represents an increase of 6.2% since Fall 2000. During the same period COS has seen a decrease in the number of full-time faculty from 167 to 157, or 6%. The number of classified staff has decreased 15.7% (30 positions) since the last accreditation self study. The number of Administrators has increased by 2, or 7%.

### Demographic Information

The population of Kings and Tulare Counties has continued to out-pace the increase in population of the State of California. Since 2000, the local population has increased 8.2% while the State population has increased only 6.7%. Unfortunately, the unemployment rates for Kings and Tulare Counties, 14.6% and 15.5% respectively, also are significantly higher than those for the State, 6.7% (2003 data).

COS has made progress towards increased diversity of students, faculty and staff.

**Demographics of College of the Sequoias Fall 2004 & Fall 2000**

Category	Fall	Kings & Tulare County	Students	FT Faculty	PT Faculty	Classified	Administrators
American Indian	2004	0.9%	1.3%	1.3%	0.7%	3.7%	0.0%
	2000	0.9%	1.5%	0.5%			0.0%
Asian/Pacific Islander	2004	3.2%	6.0%	3.2%	1.8%	5.6%	0.0%
	2000	3.3%	4.8%	2.9%			0.0%
Black	2004	3.0%	3.6%	5.1%	0.4%	0.0%	3.3%
	2000	3.2%	3.0%	(5.2%)			0.0%
Hispanic	2004	51.8%	42.6%	11.5%	9.9%	31.7%	23.3%
	2000	48.9%	40.4%	7.6%			25.9%
White	2004	39.2%	38.0%	79.0%	73.9%	59.0%	73.3%
	2000	42.5%	44.2%	83.7%			74.1%
Other/ Unknown	2004	8.4%	8.5%	0.0%	13.4%	0.0%	0.0%
	2000	1.2%	4.5%				
Male	2004		40.2%	50.3%	57.4%	32.3%	70.0%
	2000		40.8%	52.3%			59.3%
Female	2004		59.8%	49.7%	42.6%	67.7%	30.0%
	2000		59.2%	47.7%			40.7%

- County Data from Census/American Fact Finder
- Fall 2004 data source: IPEDS data for 2004-05
- Fall 2000 data source: Personnel Records; none available for PT Faculty or Classified

Fall 2004 enrollment at COS was 10,616. Current forecasts predict COS enrollment will climb to 15,131 by 2012 (California Community College, Research and Planning Unit). If achieved, this represents a 42.5% increase in enrollment. However, it should be noted that the same forecast predicted Fall 2004 enrollment would be 11,383 which represents an over-estimation of 7.2%. Preliminary data for Fall 2005 shows a decrease of 4.6% in enrollment (9952), a phenomenon seen throughout the State. From 2003 to 2010, the population of Kings County is forecasted to increase by 13.8% and the population of Tulare County is forecasted to increase by 16.2% (CA Department of Finance, January 2005).

### **Recommendations from 2000 Accreditation**

The last comprehensive accreditation review was in Fall 2000. The Visiting Team made seven recommendations to COS. In addition, COS was required to submit a Focused Interim Report in Fall 2002, a Focused Midterm Report in Fall 2003 and a Progress Report in Fall 2004.

COS addressed the first recommendation by producing a comprehensive Educational Master Plan. The Educational Master Plan was synthesized from Program Review Reports, Institutional Performance Indicators, the Student Equity Plan, the Matriculation Report, workforce data, and student demographics.

In addressing the second recommendation, the College modified the Program Review Report format in order to ensure that all areas and services were addressing various accountability mechanisms and that each area was directly addressing student performance issues. In addition, the College developed and adopted Institutional Performance Indicators.

Recommendation three was to review the faculty evaluation process, including tenure review, and to implement appropriate changes. The Academic Senate reviewed the faculty evaluation process and recommended changes that were negotiated by faculty association and incorporated into the COSTA Master Agreement. However, during this review, no dialogue and no changes were made in tenure review.

The fourth recommendation was to demonstrate that issues of staff diversity in hiring and training are major priorities. COS has addressed this several ways, including: recruiting in publications of a diverse nature; providing numerous training opportunities for faculty and staff on diversity issues; and monitoring staff diversity and hiring processes by the Faculty & Staff Diversity Committee. Review of full-time faculty demographics indicates the College has been successful in increasing diversity.

Recommendation five was to develop and refine the budget development processes, focusing on streamlining the process, providing user-friendly budget information to campus constituencies, and educating the campus on budget procedures. The College of the Sequoias has made many changes as a result of this recommendation. These changes have streamlined the process of Above Base Budget requests and approvals by removing all committees from the ranking process except for the College Council. The College produces an annual *Budget Book*, which is the Final Budget adopted by the Board of Trustees and contains key budget information used to develop the Preliminary Budget. This *Budget Book* is distributed to governance committee members and may

be requested by anyone on campus that does not receive one as a result of serving on a committee. Educational efforts have focused on presentations to governance committees on the processes of budget development.

Recommendation six was to communicate more proactively and publicly Governing Board actions. The process for new and revised Board Policies now includes three readings at the College Council prior to action to recommend adoption by the Board of Trustees. This ensures adequate time for any group to recommend changes or submit concerns.

Recommendation seven to streamline the participatory governance structure in order to facilitate communication between these groups and the Superintendent/President was addressed by having the Superintendent/President chair the College Council. This ensures direct communication between all of these entities and the Superintendent/President.

### **Student Achievement**

Over the last several years COS has seen improvements in many student achievement measures. A comparison of this data is shown in the table below.

Category	2000-01	2003-04	2004-05
All Course Completion *	70.0%	75.8%	69.7%
Basic Skills Completion *	55.9%	59.8%	55.3%
Vocational Course Completion *	72.4%	78.7%	72.4%
Retention (Fall)	86.9%	88.9%	89.4%
Persistence (Spring to Fall)	52.1%	56.3%	55.9%
Number of Degrees *	739	729	690
Number of Certificates *	457	456	720
STRK Graduation Rates **	35.8%	37.2%	32.3%
STRK Transfer Rates **	12.0%	13.8%	10.8%
Transfers to UC/CSU *	534	488	452

\* Partnership for Excellence data from CCC

\*\* Student Right To Know data from CCC

Persistence data - COS MIS reports

All other data from CCC DataMart ([www.cccco.edu](http://www.cccco.edu))

Course Completion, Basic Skills, and Vocational Completion saw an increase in 2003-04 followed by a decrease in 2004-05. Both Retention and Persistence have increased over the last few years. While there has been a decrease in the number of degrees awarded, there has been a significant increase in the number of certificates awarded by the College. A fluctuation in Transfer and Graduation rates can also be seen.

### **Student Learning Outcomes**

COS has established a Student Learning Outcomes (SLO) Committee with representatives from every division and Student Services. The committee is chaired by a faculty member and it is a standing committee of the Academic Senate. Committee members have sought training through AAHE/WASC, CCCAOE Conference Central Region, and on-campus training funded by the LISTO Program. Committee members have access to a library of relevant articles and books and



to information on a campus SLO website. The SLO Committee has practiced using outcomes in their own courses, shared learning outcomes activities with each other, and suggested outcomes for Sabbatical evaluation. The SLO Committee decided to begin the process of student learning outcome development at the individual course level. It was felt that starting at this level (bottom-up approach) would encourage dialogue and serious adoption of outcomes and assessments, which might not occur beginning at the degree or program level (top-down approach).

The SLO Committee has encouraged campus participation through periodic “Everyone” e-mails, making assessment books available in the library, advertising the SLO website, and offering on-campus training workshops. A specialized training effort led by the SLO Committee members was with Basic Skills Math and English faculty as a part of a Carnegie grant. SLO Committee members also mentor other faculty members from their divisions or areas. Participants in training include both full-time and part-time faculty. In addition, employment recruitment and interview questions include aspects of student learning outcomes.

In Fall 2005, the Campus Curriculum Committee adopted a new Course Outline form that requires course authors to identify Learning Outcomes and Assessment Methods. Rubrics or evaluation standards are optional so that those courses where faculty are working more closely with SLOs, will have the ability to incorporate the appropriate rubric. Most of the SLO components in the new course outline are not new, but are now aligned to make conversation more focused on the compatibility of outcomes, assessments and standards. Language on the Course Outline is now “Outcome” instead of “Objective” and, with this change, the SLO Committee will focus on intensive dialogue and training. Training workshop topics include rubrics, course outlines, “Calibrated Peer Review”, comprehensive program SLOs, experimental and quasi-experimental design, and classroom assessment techniques. As new courses are developed and as existing courses are submitted for review and updating, they will be focused on the student learning outcomes and the assessment of those outcomes.

### **Off-Campus Sites & Distance Learning**

In Fall 2004, COS had a total of 84 courses at seven off-campus sites, not including the COS Farm. The COS Hanford Center offers the most courses with 55 day and evening classes being taught. In that same term, COS offered twenty distance education classes. Fourteen classes were offered in an on-line format and six in a televised/video format. Five different divisions offer distance education classes including the Business, Consumer Family Studies, Language Arts, Library, and Mathematics & Engineering Divisions.

### **Audits & Federal Grants**

COS has a standard independent audit performed every year. All audit findings are presented to the Board of Trustees. The most recent audit, June 2005, noted no “material weaknesses” in the internal control of financial reporting and operations. The independent audit of the compliance of COS with the *U.S. Office of Management and Budget (OMB) Circular A-133* found that the District “complied, in all material respects” with the requirements of this OMB Circular. In addition, the audit found that the College met all of the State laws and regulations in accordance with Section 400 of the Chancellor’s Office’s *California Community Colleges Contracted Audit Manual*.

## Self Study Abstract

### Standard I: Institutional Mission & Effectiveness

College of the Sequoias, COS, has a comprehensive Mission. The Mission of the College is reviewed and updated on a regular basis. This review process involves dialogue and participation from all campus constituencies.

The Program Review process at COS is well established and serves as a main planning instrument for the College. The Program Review reports have served as the basis for the Educational Master Plan. This process has been reviewed by the Institutional Planning Committee and the Program Review Steering Committee and changes have been made based on those reviews. The evaluations that occur within each program area utilize the appropriate data for that group.

Institutional planning involves a number of campus committees and, periodically, Planning Task Forces. The College Council and its Institutional Standing Committees (Budget, Facilities, Planning and Technology) are responsible for the oversight, evaluation and altering of the planning processes, as well as the products of such planning. All of these governance committees have members from all campus constituencies. The institutional goals that are developed are evaluated annually.

In order to improve the planning process and the evaluation of institutional goal attainment, some modifications are needed. One improvement will be to include, as a part of the goal, a plan for implementation including responsible parties and funding sources. In an attempt to strengthen the evaluation process even further, College Council will investigate models of assessing institutional effectiveness and adapt them to COS processes.

### Standard II: Student Learning Programs & Services

College of the Sequoias offers a wide variety of educational courses and programs for our diverse student population. The College is committed to meeting the educational needs of its students. Courses and programs are offered at numerous sites, at different times and, in some cases, using different distance education methodologies.

The curriculum offered by COS is developed almost entirely by faculty within the divisions and undergoes numerous reviews as it progresses through the process of approval. The Campus Curriculum Committee is charged with the development of the curriculum approval process and for implementing that process. Curriculum that is approved by the Campus Curriculum Committee is forwarded to the Academic Senate for approval and from there to the Board of Trustees.

COS is committed to the development of student learning outcomes for its courses, programs, certificates and majors. This commitment is being spearheaded by the Student Learning

Outcomes Committee. This committee has representation from all educational divisions and Student Services. It has developed a five-year implementation plan for incorporating student learning outcomes at the course, program, certificate and major levels. It has sponsored numerous educational opportunities for faculty on identifying and assessing student learning outcomes. The initial focus has been on developing student learning outcomes at the course level and divisions have different levels of attainment towards this end. Student Services has developed a set of student learning outcomes for that area. The Campus Curriculum Committee has adopted changes to the Course Proposal template to accommodate the identification of student learning outcomes and their assessment.

While much has been accomplished in identifying student learning outcomes, the College still has much to do. All courses offered by the College need to identify their student learning outcomes. Student learning outcomes for programs, certificates and majors also need to be developed and identified. The identification of student learning outcomes at all levels must be coupled with methods of assessment of student achievement of those learning outcomes. In addition, the curriculum process and the evaluation of divisions during Program Review will need to be altered in order to include evaluations of student achievement of the identified learning outcomes.

Another area that is in need of improvement is developing and consistently adhering to criteria within the curriculum approval process. The College has had difficulty in adhering to the policy of five-year review of all curriculum. It has also not consistently applied the definitions of lecture, laboratory and activity that have been developed and approved. In addition, adherence to course objectives is an issue in some areas with multiple sections and multiple faculty teaching those courses. These consistency issues must be addressed.

There are a multitude of student support services available for the College's student population. These services are indeed comprehensive and are all aimed at providing students with the necessary assistance to successfully matriculate through COS. Beginning with outreach to students within the District, Student Services has attempted to provide students with all of the necessary information and tools to apply for, to enroll in, to pay for, and to successfully complete their chosen college courses. It is often difficult to inform all students of all the services at their disposal. Where feasible, Student Services have employed technology to assist in providing services (admission application, placement testing, and registration for classes) to all potential students in the District. The student-centered focus of these programs is universal and are continually evaluated in an attempt to strengthen them even further.

Library and Learning Support Services have been increased with the completion of the new Learning Resource Center. This new facility has greatly increased student access to computer technology. However, with increasing costs of books and periodicals, the Learning Resource Center has noted some difficulty in maintaining the diversity of these resources. The increase in space and available computers has also led to an increase in use of the Learning Resource Center. Unfortunately, this increased usage has also seen an increase in student misconduct. So much so, there is an identified need for further security during operating hours.

Tutorial services are offered to COS students. In an attempt to meet the needs of the students, specialized programs are being implemented in tutoring. These include the Math Lab, a Learning Skills Lab, and an English Writing Center.

Instructional Media Services, IMS, endeavors to provide faculty with the classroom technology appropriate for their curriculum. IMS provides training to faculty, maintains the technology, and assists in training students in the use of the technology, when needed. As technology changes and advances, IMS attempts to keep these College resources as current as funding will allow.

### **Standard III: Resources**

The College recruits and hires qualified individuals for available positions. There has been a reduction in personnel in the areas of full-time faculty and classified staff since the last accreditation cycle. The hiring procedures are established and are generally adhered to. However, there are not Board Policies for hiring of all constituent groups. This will need to be addressed. In addition, hiring procedures are not easily available for classified staff or for administrators. Another area of concern identified is in the evaluation of College employees. A substantial percentage of all constituent groups have the perception that evaluations do not lead to improvements in job performance. Faculty evaluation was reviewed and modified since the last accreditation report; however, no changes were made to tenure review (recommendation #3 from last accreditation site visit) and the evaluations of faculty do not currently include assessment of how effective they are in achieving student learning outcomes in their courses. Substantial work on the evaluations will be needed. There is also an identified desire for additional professional development opportunities in all campus constituencies.

The physical resources of the District are sufficient and safe. The Program Review process offers all areas of the College the opportunity to identify areas of concern or additional needs for physical resources, including spaces and equipment. This ensures that physical resource planning is integrated into institutional planning. The College has been successful in being awarded building projects from the State. However, in three attempts, the College has been unsuccessful in passing local bond issues for buildings. Currently, classroom utilization is not being evaluated. This will need to be addressed in order to maximize enrollment at the College.

The College's technology resources are maintained by Computer Services. Program Reviews provide all programs and services an opportunity to identify their technology needs and justify them in relationship to the program or service. The Institutional Technology Committee has developed a Technology Plan 2.0 that has been adopted by the College Council. However, there is currently no funding for implementation of this plan. In addition, there is an identified lack of training in technology and software available to campus employees. In order to maximize the effective use of the technology that exists on campus, this deficiency will need to be addressed.

The financial resources of the College have been strained in the recent past. An over-allocation of funding from the State was subsequently withheld the following year. This short fall occurred at

the same time the State was reducing its funding of education because of the State fiscal crisis. This necessitated cut-backs at the College, including personnel loss. Currently, the financial health of the College is within District and State mandates. The vast majority of the College budget is dedicated to personnel costs, including salary, benefits and retirement. The initial budget development is accomplished by the VP of Administrative Services and the President's Cabinet. The Institutional Budget Committee is informed of the budget status. The amount of funds allocated to Above-Base Budget items is determined when the Preliminary Budget is developed. The College Council is only involved in making recommendations to the Superintendent/President on Above-Base Budget expenditures. These requests are identified by the program and service areas during their Program Review process. Currently there is no mechanism in place to evaluate how the Above-Base Budget expenditures help the College meet its mission and its institutional goals. The College undergoes yearly audits and responds to any findings in a timely manner.

#### **Standard IV: Leadership & Governance**

COS has a well established shared governance system. The College Council and its Institutional Standing Committees discuss campus-wide issues and make recommendations to the Superintendent/President. All campus constituencies have representation on the College Council and the Institutional Standing Committees. This system has been evaluated and changes have been made to streamline the communication process between the Council and the Superintendent/President.

The Academic Senate is charged with the responsibility for academic and professional matters. There is a Board Policy on the Delegation of Authority for these matters. The Academic Senate makes recommendations directly to the Board of Trustees. The Academic Senate has three standing committees, the Campus Curriculum, Student Learning Outcomes and Faculty Enrichment Committees. The Instructional Council is another committee that is responsible for representing the divisions in the context of implementing the College's educational programs.

While these governance structures have been in place for some time, there is a perception of a significant percentage of all constituent groups that these groups do not always work collaboratively to the benefit of the Institution. Whether this is an issue of communication or an issue of different priorities is not known at this time.

The Board of Trustees is the policy making body of the College. They have established a comprehensive set of board policies. These policies are contained within the *Board Policy Manual*, which is found at a number of different places on campus, and is also published on the College's website. These policies are developed and updated as needed. Depending on the nature of the policy, some policies are taken before the College Council for their input, while others are taken through the Academic Senate. The Board members represent the voters from their respective Wards.

The Superintendent/President is responsible for administration of board policies and for the overall leadership and oversight of the College. The Superintendent/President actively participates in shared governance by chairing the College Council and the President's Cabinet. Where appropriate, the Superintendent/President delegates oversight and authority to the administrators of the College. In addition, the Superintendent/President represents the College to the District communities and to the State.

### Accreditation Calendar and Timeline

Date	Event
March 2004	Solicitation for Accreditation Chair
April 2004	Accreditation Chair selected
May 2004	Accreditation Steering Committee structure & timeline developed
September 2004	Accreditation Standard Chairs selected
	Campus-wide solicitation for standard committee participants
	Accreditation Training Workshops for Steering Committee members
October 2004	Writing of Self Study begins
March 2005	Description sections completed
March-April 2005	Steering Committee reviews description sections
May 2005	Accreditation Survey questions developed
August 2005	Presentation to President's Cabinet - progress report
September 2005	Accreditation Survey conducted
February 2006	Evaluation sections completed
Feb.-March 2006	Evaluation sections reviewed by Steering Committee
	Description & Evaluation sections sent to campus committee members for feedback and input
March 2006	Planning Agendas completed
April 2006	Draft of Self Study published on campus website; campus notified by e-mail and in writing
	Planning Agendas sent to campus committee members for feedback & input
May 2006	Draft of Self Study presented to Board of Trustees
July 2006	Accreditation Self Study completed
August 2006	Accreditation Self Study approved by Board of Trustees
September 2006	Accreditation Self Study and documentation sent to AACJC
	Complete planning for site visit
October 2006	Site visit by AACJC Visiting Team

## Accreditation Committees

### Steering Committee

Dr. Thea Trimble, Accreditation Chair  
 Elaine Hord, Standard I Co-Chair  
 Donna Robinson, Standard I Co-Chair  
 Jan Woodall, Standard IIA Chair  
 Dr. Donald Mast, Standard IIB Chair

James Tucker, Standard IIC Chair  
 Beckee Hobson, Standard IV Chair  
 Dale Norton, Accreditation Liaison  
 Elaine Webb, Director of Research & Grants

### Standard I

Elaine Hord, Co-Chair  
 Donna Robinson, Co-Chair  
 Janice Brown, Faculty  
 Cindy DeLain, Administrator  
 Shirley Rankin, Classified/Confidential  
 Elaine Webb, Administrator  
 Amanda Huerta, Student  
 Ruben Ortega, Student  
 Sal Ortiz, Student

### Standard IIA

Jan Woodall, Chair  
 Brain Bettencourt, Faculty  
 Larry Dutto, Administrator  
 Jane Thomas, Faculty  
 Jan Loveless, Faculty

### Standard IIB

Dr. Donald Mast, Chair  
 Gail DeLuce, Classified  
 Joyce Ellingsen, Classified  
 Linda Fontanilla, Administrator  
 William Garcia, Administrator  
 Sharmeen Lakhani, Classified  
 David Maciel, Administrator  
 Nancy Morgan, Classified  
 Lois Norman, Classified  
 Ajay Chagan, Student

### Standard IIC

James Tucker, Chair  
 Gina Haycock, Faculty  
 Kathie Lewis, Faculty  
 Linda Yamakawa, Faculty  
 Carol Demmers, Classified  
 Chris Hagthorp, Classified  
 Bob McMahan, Classified  
 Sandy Williams, Classified  
 Patrick Mitchell, Classified  
 Hunter Church-Gonzales, Faculty

### Standard III

Thea Trimble, Chair  
 Eric Mittlestead, Administrator  
 Ron Frese, Administrator  
 Mike Skaff, Faculty  
 Kristen Risner, Administrator  
 Nancy Schneider, Faculty  
 Karen Roberts, Faculty  
 Stephanie Cardoza, Faculty  
 John Bratsch, Administrator

### Standard IV

Beckee Hobson, Chair  
 Robert Line, Board of Trustees  
 Don Goodyear, Superintendent/President  
 Jeff Basham, Faculty  
 Alicia Crumpler, Faculty  
 Lori Jones, Classified  
 Glenna Crumal, Faculty  
 Lorraine Holguin,



## Certification

### Continued Eligibility Requirements for Accreditation

#### 1. Authority

The College of the Sequoias is a fully accredited two-year community college. The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. College of the Sequoias is listed in the directories of the United States Office of Education, American Council on Education and is a part of the California Community Colleges system. The University of California and the California State University systems, as well as other public and private colleges and universities, grant credit for transfer courses completed at College of the Sequoias.

#### 2. Mission

The College of the Sequoias Mission Statement is:

*College of the Sequoias is a comprehensive community college focused on student learning.*

*College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.*

*College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.*

*Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.*

This Mission Statement was approved by the Board of Trustees on January 23, 2006. The Mission Statement was reviewed and revised by the Institutional Planning Committee. It was then presented to and approved by the College Council, before being forwarded to the Board of Trustees for approval.

The Mission Statement is published in the *General Catalog*, the *Schedule of Classes*, the College website, and is displayed in many offices around campus.

#### 3. Governing Board

The Board of Trustees of the College of the Sequoias consists of five elected representatives from the five geographical wards that comprise the District. The Board of Trustees is the policy making body of the College. The Board of Trustees *Policy Manual* contains policies, duties, responsibilities, ethical conduct requirements, and structure and operating procedures for the

Board. The Board of Trustees is responsible for establishing the policies that ensure the quality and effectiveness of student learning programs and services, and to maintain the financial stability of the District. No member of the Board of Trustees is employed by the District.

#### **4. Chief Executive Officer**

The Superintendent/President of College of the Sequoias is Dr. William Scroggins. Dr. Scroggins was appointed by the Board of Trustees effective July 1, 2006. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board under the Education Code 70902 and 72400, under Title V regulations and Board Policy 1095. The Superintendent/President serves as Secretary to the Board of Trustees.

#### **5. Administrative Capacity**

The administrative staff is outlined in the organizational charts for the College. Currently, there are a number of administrative positions that are vacant or are staffed with interim personnel. The duties of those positions that are vacant are being covered by other administrators. Once the vacant positions have been filled, the College will have sufficient administrative capacity. All administrative personnel meet or exceed the minimum qualifications for the positions they hold.

#### **6. Operational Status**

College of the Sequoias Community College District is in its eightieth year of operation. The College offers courses at the main campus, the College Farm, the Hanford Center, and in various high schools throughout the District. In the Fall 2005, COS served 9,952 students.

#### **7. Degrees**

College of the Sequoias offers 66 Associate of Arts/Science degree programs. The College also offers 71 vocational certificate programs. The requirements for these degrees and certificates are published in the *General Catalog*, are available on the College's website, and are available as "Major Sheets" from the Counseling Division.

#### **8. Educational Programs**

All educational programs at the College of the Sequoias are listed in the *General Catalog*. These programs have been developed by specific departments and approved by the Campus Curriculum Committee, the Academic Senate and the Board of Trustees. Each program is in a recognized postsecondary field of study and contains sufficient content and rigor. In addition, each program meets the mission of the College "...to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region."

The College also provides instruction in English and mathematics basic skills and in English as a Second Language. These courses help the College meet its mission "...to supporting students' mastery of basic skills and to providing programs and services that foster student success."

## 9. Academic Credit

College of the Sequoias awards credit for coursework using the Carnegie Standard, as defined in Title V of the California Education Code, as a minimum. Generally, one unit of academic credit is awarded for one hour of lecture/discussion per week. A minimum of three hours of laboratory per week is equivalent to one unit of credit.

## 10. Student Learning Achievement

College of the Sequoias is in the process of developing student learning outcomes for its courses and programs. The Academic Senate has established a Student Learning Outcomes Committee. This committee has representatives from all academic divisions and Student Services. This committee has sponsored numerous workshops on establishing and assessing student learning outcomes. They have also made recommendations to the Campus Curriculum Committee on altering the Course Outline form to include learning outcomes and assessment methods. These recommendations were adopted by the Campus Curriculum Committee in Fall 2005.

## 11. General Education

All degree programs at College of the Sequoias require the completion of eighteen units of general education. At least three units are chosen from each general education area: Written Communication; Oral Communication and Analytical Thinking; Natural Science; Humanities; Social/Behavioral Science; and Exploration. The Campus Curriculum Committee is responsible for the approval of courses that meet these requirements. Courses that meet these area requirements are listed in the *General Catalog*. The *General Catalog* also includes the College's philosophy of general education.

## 12. Academic Freedom

Academic freedom for faculty at College of the Sequoias is granted in Board Policy 5002. This policy was adopted by the Academic Senate in April 1999 and by the Board of Trustees in February 2000. The Academic Freedom policy stipulates that "Teachers are entitled to freedom in the classroom in discussing their subject..." In addition, the Academic Senate has a *Statement of Professional Ethics* which is published in the *General Catalog*. This statement includes that "... faculty members encourage the free pursuit of learning in their students."

Board Policy 7035 is a Student Bill of Rights. This policy includes a statement that "Students shall have the right to take stands on issues, the right to examine and discuss questions of interest to them ..."

### **13. Faculty**

As of Fall 2004, the College of the Sequoias employed 157 full-time faculty and 261 part-time faculty. All faculty meet the minimum qualifications for employment as outlined in the Hiring Policy. All full-time faculty and their degrees are listed in the *General Catalog*.

Faculty duties and responsibilities are described in the Faculty Handbook (available on-line) and in the COSTA Master Agreement (distributed to each faculty member and available on-line).

### **14. Student Services**

The College of the Sequoias provides a comprehensive set of student services. These services are described in the *General Catalog*, the *Schedule of Classes*, the College's website, and on the on-line orientation video. The College offers many programs that serve the general student body (Academic Counseling, Financial Aid, Student Health Center, Transfer/Career Center), as well as specialized services designed for certain student populations (Disability Resource Center, Extended Opportunity Programs and Services/Cooperative Agencies Resource for Education, CalWORKS). The student services support student learning and assist students with their matriculation.

### **15. Admissions**

College of the Sequoias' admissions policy and procedures are clearly outlined in the *General Catalog*, the *Schedule of Classes*, and on the College's website. In general, students must be 18 years or older and have graduated from high school or successfully completed the California High School Proficiency Examination or the General Education Development Test. The College may admit students under 18 years of age if there is evidence that the student will benefit from college level instruction.

### **16. Information and Learning Resources**

The College of the Sequoias has a Learning Resource Center on the Visalia campus. This center includes a library, Tutorial Center, Computer Commons, computer classroom, and distance education classroom. A small satellite library with computers and reference books is maintained at the Hanford Center. A Math Lab is available to students as a part of the Tutorial Center. In addition, the College is developing a Writing Center.

A number of divisions and departments also house and maintain information and learning resources. These include numerous computer labs and subject-specific laboratories.

### **17. Financial Resources**

College of the Sequoias is a publicly funded institution. The majority of the unrestricted financial resources at the College's disposal are derived from a State mandated revenue limit. Financial resources arrive in the form of local taxes, student enrollment fees and an apportionment from the

State. The College has an established budget development process that includes the publication of a *Budget Book*, which is the Final Budget. The VP of Administrative services, the President's Cabinet and the Institutional Budget Committee are involved in this process.

The College also receives financial resources that are restricted in their use, such as financial aid from the federal government. The College has also been the recipient of numerous State, Federal and privately funded grants. The College of the Sequoias has a COS Foundation which raises funds for use by programs and services.

## **18. Financial Accountability**

The College of the Sequoias undergoes an annual external audit. The audit reviews both funds and processes in order to determine compliance with established accounting and reporting standards. The most recent audit, June 2005, noted no "material weaknesses" in internal control of financial reporting and operations and that the College "complied in all material respects" to Federal and State laws and regulations.

## **19. Institutional Planning and Evaluation**

The College Council and its Institutional Planning Committee are responsible for the development and implementation of planning efforts across campus. A Planning Task Force, with representatives from all constituencies, has developed a set of institutional goals for a three-year period. The progress towards achieving these goals is monitored yearly.

The College has an established Program Review process. All programs and services undergo a major Program Review once every five years and complete a yearly Program Review Update. All Program Reviews are forwarded to the Board of Trustees. This process is overseen by the Program Review Steering Committee.

An Educational Master Plan is developed using the Program Review Reports as a core source of information. The Educational Master Plan also incorporates information from Institutional Performance Indicators, Student Equity Plan, Matriculation Report, Five-Year Facilities Plan and external evaluation reports (such as workforce needs).

## **20. Public Information**

The College of the Sequoias strives to present itself accurately in all of its printed and electronic publications. The *General Catalog* is published bi-annually and contains all key information students require to enroll and matriculate through the College. There is an extensive review of the Catalog prior to publication to ensure currency and accuracy. The College's website is updated more frequently as needed. The *Schedule of Classes* is published twice each year and includes some of the information found in the *General Catalog*.

The College has a Public Information Officer that coordinates the dissemination of information to District constituencies.

## **21. Relations with the Accrediting Commission**

The College of the Sequoias is committed to adhering to all AACJC accreditation eligibility requirements and standards, and to accurately portraying itself to the Commission. The College publishes a general statement of accreditation in its *General Catalog*.

A Dean of Academic Services has been delegated as the Accreditation Liaison Officer. The Dean is responsible for ensuring all necessary reports, documentation and evidence of compliance is provided to AACJC in a timely fashion. The College of the Sequoias has responded to all recommendations and requests for reports from AACJC.

Some programs at the College undergo their own accreditation process. One such example is the Nursing program which is reviewed by the State Board of Registered Nurses.

## Responses to Recommendations from the 2000 Accreditation Site Visit

***Recommendation #1: Coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.***

The Institutional Planning Committee, a standing committee of the College Council, has the responsibility for oversight and coordination of the planning processes at the College of the Sequoias. The Institutional Planning Committee reports to and makes recommendations to the College Council. This committee has spearheaded the efforts to coordinate the planning activities of the College. To that end, this committee has worked with other committees, most notably the Program Review Steering Committee and the Student Equity Committee, to ensure that recommendations and/or goals identified in Program Review reports and the Student Equity Plan are incorporated into the Educational Master Plan. The Institutional Planning Committee has identified four critical elements of the planning process: Program Review Reports; Institutional Performance Indicators; External Evaluation Reports; Student Equity and Matriculation Reports.

A Planning Task Force met during Fall 2001 and Spring 2002. This task force identified four areas that needed further attention: Student Retention & Basic Skills; Technology; Future Growth; and Economic Development. This process culminated in a Town Hall Meeting attended by members of the Task Force and community members from the District. Both short-term and long-term goals were developed during this meeting which were used in preparing a Strategic Plan.

The Annual Planning Task Force meeting in February 2003 developed institutional goals for the next three years. The Planning Task Force utilized several different planning documents including the Strategic Plan, the Fiscal Health Analysis and Evaluation of Internal Controls, the recommendations from the 2000 Accreditation Report, and the newly revised Accreditation Standards. These goals were adopted by the Board of Trustees in October 2003. The Institutional Planning Committee will institute another series of goal setting workshops at the beginning of Fall 2006.

The most current Educational Master Plan, *2005-2006 Blueprint for the Future*, was developed by Academic Services. Information was synthesized from Program Review Reports and annual updates, from data about the changing student demographics and workforce needs, from legal mandates at the State and Federal levels, and from other institutional planning documents.

***Recommendation #2: Place greater focus on institutional outcomes assessment, in particular student learning outcomes, as they relate to institutional effectiveness and accountability. Campus leaders from all constituency groups need to take proactive efforts in this area.***

Program Review Reports are the main source of evaluations of COS programs and services. Each program and service undergoes a major Program Review on a five year cycle. Yearly update reports are also required of all areas and services. After the first five-year cycle, the Program Review Steering Committee made changes to the requirements of the Program Review Report in order to

ensure that programs and services were addressing various accountability mechanisms and that each area was directly addressing student performance issues. Each area must address specific data (student enrollments, success rates, retention rates, currency of curriculum review, frequency of curriculum offerings, FTES generation, staffing, etc.) and cite specific examples for areas requiring improvement.

The Institutional Planning Committee developed and recommended the adoption of Institutional Performance Indicators as a way of measuring institutional effectiveness. They were adopted by the College Council and the Board of Trustees. These indicators include: 1) community access; 2) student performance and progress in several categories; 3) institutional health (FTES, staff diversity). Where appropriate, these Institutional Performance Indicators have been incorporated into Program Reviews.

The College of the Sequoias has a Student Learning Outcomes (SLO) Committee which is a committee of the Academic Senate. This committee has representatives from all divisions and Student Services, as well as Academic Deans. The SLO Committee has been very active in learning about, in training, and in implementing student learning outcomes and their assessment. Committee members have attended numerous workshops throughout the State. They have sponsored training seminars on-campus which brought speakers to the College to discuss outcomes and assessments. SLO Committee members have offered workshops for other faculty to train them in the implementation of learning outcomes and assessment methods. The SLO Committee sends out campus-wide e-mails to inform and educate the campus community about learning outcomes and assessment. The SLO Committee has also developed a website that contains useful information and links to other websites related to student learning outcomes and their assessment. The SLO Committee recommended and the Campus Curriculum Committee adopted changes to the Course Outline form which require the identification of student learning outcomes and assessment methods.

The Administration has aided these efforts in numerous ways, including bringing speakers to campus for opening day convocations which address these issues. Dr. Kenneth Wesson spoke on the latest brain research and what this research tells us about learning in the classroom. Dr. Fred Volkwein from the Center for the Study of Higher Education at Penn State University spoke on the identification and assessment of student learning outcomes.

The College of the Sequoias has made substantial progress in this area. This progress has been the result of broad-based involvement of many different campus groups. These include the College Council, the Institutional Planning Committee, the Program Review Steering Committee, the Academic Senate, the Campus Curriculum Committee, the Student Learning Outcomes Committee, and the Instructional Council.



***Recommendation #3: Review the faculty evaluation process including tenure review of faculty, and implement appropriate changes with all due speed.***

In Fall 2001, the Academic Senate established a sub-committee to review the faculty evaluation process. Administrators from Academic Services were invited to participate on the committee. The Committee surveyed faculty, attended national conferences and researched current trends in faculty evaluation practices.

Changes to the faculty evaluation were made as a result of contract negotiations in Fall 2002. The format of the evaluation was altered, the student survey was altered, the Division Chairs were removed from the process, and the timeline and specific responsibilities were delineated.

During this examination and alteration of faculty evaluation, no dialogue and no changes in tenure review occurred.

***Recommendation #4: Demonstrate that issues of staff diversity in hiring and training are major priorities, and commit appropriate attention and resources to affect change.***

The College of the Sequoias continues to demonstrate the importance of diversity and equity issues to the College. Substantial efforts can be documented in these areas. The Planning Task Force in Spring 2003 set as an institutional goal "COS will address all aspects of diversity in its operations". As is the case with all institutional goals, this goal is reviewed annually for progress.

The Faculty & Staff Diversity Committee monitors the status of staff diversity at COS. They meet periodically and review campus hiring. They also review legislative mandates from the State as they relate to equity and diversity.

Human Resources continue to offer training to hiring committees on procedures for use in screening applications and interview processes. In an attempt to broaden the diversity of the application pools, Human Resources places job announcements in a number of publications, such as Black Careers Now, Asian Pacific, and Hispanic Hotline. Interview candidates are asked to fill out an exit interview on their perceptions of the process. Approximately 98% of those candidates interviewed are satisfied with the interview process employed by COS.

A review of demographics of full-time faculty in Fall 2000 with that of Fall 2004 shows that COS has significantly increased the diversity of its teaching faculty in several categories. American Indian faculty have increased from .05% to 1.3%. Asian/Pacific Islander faculty have increased from 2.9% to 3.2%. Hispanic faculty have increased from 7.6% to 11.5%. And women faculty have increased from 47.7% to 49.7%. The increases in diversity over these four years are all the more impressive when the hiring freeze of the 2002-03 school year is taken into account. There was no comparable demographic information regarding part-time faculty and classified staff for this time period.

COS also provided training to faculty and staff on diversity and equity issues in the learning environment. Staff development resources were allocated to provide training workshops focused on staff diversity and the creation of a climate which respects the contributions of all students and faculty. These workshops included *Cross-Cultural Mentoring* and *A Case for Diversity*. In addition, the opening day convocation in August 2001 was *Lessons from Little Rock* presented by Terrance Roberts. Dr. Roberts also led a workshop for management staff on leadership in a diverse setting.

Training opportunities have been limited since the funding for staff development was eliminated by the State. This lack of funding has been compounded by the negotiated reduction in the number of Flex days. However, grant funded training opportunities have occurred. For example, the LISTO Program funded a summer workshop on diversity issues in the classroom learning environment.

***Recommendation #5: Further develop and refine the budget development process to ensure that the college community understands the process, particularly pathways for funding requests and approvals, and that appropriate levels of user-friendly financial information are communicated to members of the college community. It is also recommended that the budget development process be streamlined by reducing the number of procedural junctions where submittals, reviews, revisions, and recommendations begin and end. In addition, it is recommended that the college further develop linkages between planning and budget processes.***

The College of the Sequoias has made many changes to its budget processes as a result of this recommendation. These changes have streamlined the process of Above-Base Budget requests and approvals. Steps have also been taken to educate the campus constituencies on budget processes. And finally, financial information is more readily available to campus groups.

A *Budget Book*, which constitutes the Final Budget, is developed every year and distributed to appropriate campus committees. In addition, the availability of the *Budget Book* is announced via e-mail and a copy may be requested by any individual who may not automatically receive it as a result of serving on a committee. This comprehensive document includes sections on Revenues, Apportionment, Expenditures, Staff Changes, Other Fund Budgets, the COS Detail Budget, Budget Schedule Summary (for the following year), FTES Trends, Student Financial Aid Data, COS Funds at County Treasury, COS Project Status Report (Facilities), COS Co-Curricular Budget, Health and Welfare Expenditures, Banked Leave Calculations, and COS Long Term Contracts. The implementation of the Banner software package has also made real-time budget information available to all budget managers. The VP of Administrative Services has been conducting educational sessions with the Institutional Budget Committee and the College Council regarding budget development and the *Budget Book*.

Program Review Reports are used as the basis for all requests for Above-Base Budget funding. All programs and services create a major Program Review Report once every five years and annual update reports. All requests for funding originate in these reports. All areas understand that this is the pathway to request additional budget allocations. The development of the Educational

Master Plan from these same reports provides additional linkages between planning and budget allocations.

The process of prioritizing the Above-Base Budget requests has been extensively streamlined. Previously, all Institutional Standing Committees prioritized all requests. These prioritizations were presented to the College Council, which then created their own prioritizations. Those recommended prioritizations were then forwarded to the Superintendent/President, who then reviewed them with the President's Cabinet. Currently, only the College Council prioritizes Above-Base Budget requests. However, during this process, the chairs of the Institutional Standing Committees take part in this process. One exception is for requests for replacement and/or new faculty. These requests are first prioritized by the Instructional Council. The prioritized list is then presented to the College Council, which may accept the list or alter it. The process has also been streamlined since the Superintendent/President now chairs the College Council and so is aware of the discussions and concerns of all constituencies as the College Council proceeds with its prioritization process.

***Recommendation #6: Communicate more proactively and publicly Governing Board actions in relationship to revision of policies, and processes and outcomes of their self-evaluation and the evaluation of the superintendent/president.***

All new and revised Board Policies are presented to the College Council for three readings prior to submittal to the Board of Trustees. There are two weeks between each reading which allows the Institutional Standing Committees and other campus groups sufficient time to review these policies and submit suggestions and/or concerns. The College Council has representatives from all campus constituencies. In addition, the College Council agenda and minutes are distributed campus-wide via e-mail and the COS website. Once the Board of Trustees has approved a Board Policy, the campus is notified via e-mail and the policy is placed on the College's website.

The Board of Trustees uses the Association of Community College Trustees instrument for its annual evaluation. They are asked to evaluate their individual performance as a member of the Board and the performance of the Board as a whole. The topics of their evaluation range from confidentiality of board deliberations, to understanding that policy making is the basic function of board members. Their knowledge of State and local issues is also explored. Outcomes of the Board of Trustees annual evaluation are not routinely communicated to campus constituencies.

The outcome of the Board of Trustees evaluation of the Superintendent/President in September 2003 was announced publicly at a Board meeting and was subsequently published in a summary of Board action. However, this practice is not routinely done. Recent revision of Board Policy 1001 stipulates that the President of the Board of Trustees will present the Superintendent/President with a written summary of the evaluation findings and recommendations at a closed session Board meeting scheduled for that purpose.

***Recommendation #7: Review the participatory governance structure comprised of the College Council and the extensive number of committees. The focus of this review should be on streamlining and simplifying the process to facilitate more direct access and communication between constituent groups and the superintendent/president.***

The College Council reviewed the structure of the Council and the Institutional Standing Committees with the goal of increased communication and reduction of duplicated efforts. The outcome of this review was to have the Superintendent/President serve as the Chair of the College Council. In this way the Superintendent/President is privy to all of the discussions that lead to the College Council recommendations. This change, along with the notification and publication of College Council agendas and minutes, has gone a long way to ensure access of all constituent groups to the Superintendent/President.

## Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

### A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

*1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

#### Description

College of the Sequoias (COS) has established student learning programs and services aligned with its purposes, its character and its student population.

When the research process for preparing this Self Study began, the Mission of College of the Sequoias stated:

*College of the Sequoias is a comprehensive, student-centered community college, dedicated to enhancing our diverse educational and cultural campus climate.*

*College of the Sequoias affirms that our mission is to help students achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.*

*College of the Sequoias is committed to supporting students' development of basic skills and to providing self-supporting community education classes, contract education and training, and related student services.*

*Therefore, our mission focuses on preparing students for productive work, lifelong learning and community involvement.*

Since that time, the COS Mission has been revised. The new Mission is:

*College of the Sequoias is a comprehensive community college focused on student learning.*

*College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.*

*College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.*

*Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.*

Student learning programs focus on providing students with opportunities to transfer, earn an associate degree or vocational certificate, develop basic skills and English as a Second Language proficiency, as well as fostering the economic development of the District. The College uses labor market needs statistics and other data to establish programs of study that are current with the identified needs of its ever-changing student population.

College of the Sequoias offers 137 Major and Certificate Programs (2004/2005 *General Catalog*), 71 vocational certificate programs and 66 Associate of Arts/Science degree programs. A variety of transfer majors are offered which allow students to complete their lower division requirements in the major before transferring to a four-year institution.

To meet the needs of our diverse community, the College offers English as a Second Language (ESL) as well as basic skills courses in English and mathematics. These classes accommodate the large multi-cultural population and the under-prepared population in Kings and Tulare counties. COS has been the recipient of several grants designed to expand instructional programs and to work with underrepresented students. One major grant was the Hispanic Serving Institutions (HSI) grant which spanned five years and concluded in December, 2004. The LISTO Program funded by this grant placed students in ethnic studies learning communities. The courses within each community were linked to facilitate student learning and student success.

COS provides various services to students to help them achieve their educational goals. These services are detailed in the orientation process which the majority of students complete. Support services for students are also listed in the *COS General Catalog* and on the COS website. These services include Academic Counseling, Financial Aid, EOP&S/CARE, Disability Resource Center, Transfer & Career Center, Mini Corps, and Student Health Center. Student Services use Program Review and Matriculation guidelines ensure that student needs are being addressed.

COS has a newly revised Student Equity Plan in place to ensure that all students, regardless of their background and skill levels, have the opportunity to achieve their educational goals. The plan was developed by the Student Equity Committee which consisted of five faculty, one student, four administrators and two classified employees.

### Evaluation

The College meets this standard. The Accreditation Survey demonstrates that all campus groups believe that COS's Mission is appropriate to the student population.

<b>Statement: The Mission Statement is appropriate for our College.</b>					
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Students	Board
Great/Moderate Importance	87	84.6	90.2	42.9	100
Little/No Importance	9.1	7.7	5.9	10.1	
Do Not Know	3.9	7.7	3.9	47	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Students	Board
Strongly Agree/Agree	86.2	81.8	82	46.5	100
Disagree/Strongly Disagree	9.2	9.1	8	2.4	
Do Not Know	4.6	9.1	10	51.1	

COS has demonstrated success in meeting the Mission in terms of student services and assisting students in completing their educational goals. The 137 Major and Certificate programs provide the students with a wide variety of options in pursuing their educational objectives. And special programs, such as LISTO, show the commitment of the College to helping students be successful. Student success in the LISTO Program averaged about 10% above students in non-LISTO courses.

Another way that COS has met this standard is the development of a Student Equity Plan with goals and objectives to increase the level of student access and success. The Student Equity Plan was updated by the Diversity Committee, a committee convened by the Academic Senate, and submitted to the Chancellor's Office in January 2005.

### Planning Agenda

No planning agenda is recommended at this time.

### ***2. The mission statement is approved by the governing board and published.***

#### Description

The Mission statement is approved by the College Council, the College's shared governance committee, and the Board of Trustees. It is published in the *General Catalog*, on the COS website, in all planning documents of the Institutional Planning Committee (College Council Standing Committee) and is displayed in many offices across campus, including Division offices.

The Mission was last revised in 2005, and adopted by the Board of Trustees on January 23, 2006.

#### Evaluation

The College meets this standard. There is extensive publication and distribution of the Mission statement. An indication of the wide distribution and knowledge of the Mission is demonstrated in the Accreditation Survey. Survey indicated that only 3.8% of Faculty, 7.7% of Administrators,

and 9.1% of Classified responded with **Do Not Know** when asked about the Mission statement being appropriate to our college. (see Table in I.A.1)

### Planning Agenda

No planning agenda is recommended at this time.

***3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.***

### Description

The Mission is reviewed annually by the Institutional Planning Committee, a standing committee of the College Council. Any suggestions for changes in the Mission statement are submitted to the College Council for approval and then forwarded to the Board of Trustees. Prior to 2003, a Planning Task Force convened annually to review the Mission as well as college goals and objectives. In 2005, the Institutional Planning Committee facilitated a review and revision of the Mission with input from all campus constituencies. The review of the Mission considered student needs and state mandates. The Board of Trustees has final approval of the Mission.

### Evaluation

The College meets this standard by integrating the review of the Mission Statement with the work of the Institutional Planning Committee. The process of approval ensures that the College Council, and through them all campus constituencies, have input into any revisions of the Mission.

### Planning Agenda

No planning agenda is recommended at this time.

***4. The institution's mission is central to institutional planning and decision making.***

### Description

Since the development of the institutional master planning process in 1995, the college's Mission and Vision have provided the foundation for all planning and decision making.

The Institutional Planning Committee coordinates planning efforts on campus. As a member of the Research and Planning Group of California (RP Group), COS has participated in many workshops on community college planning and has adopted the tenets and operational definitions of this organization as stated in the RP Planning Manual. One of the primary tenets is that the



institution's programs and services should be focused on the Mission. Consequently, when the Program Review model was developed, COS required each area to justify that their programs and services were centered on and relevant to the Mission. These Program Review reports form the framework for an evaluation of past performance and proposed changes for the future. In addition, the Program Review reports are used as core elements in the development of the Educational Master Plan. This helps to ensure the prominent position of the Mission in planning at all levels of the College.

Program goals/objectives, including staffing and equipment needs, are developed by each program during the Program Review process. The Program Review report is initially critiqued and evaluated by a Validation Committee consisting of campus personnel and a community member. The Program Review Steering Committee makes the final determination and validation of each Program Review report. Once validated the reports are forwarded to the Superintendent/President, and ultimately the Board of Trustees for approval. In 2003 a Planning Task Force developed new institutional goals and objectives, and made budget recommendations based upon the Mission and Program Review efforts.

### Evaluation

This Standard has been met with regard to institutional planning. Using RP Group recommendations, the Mission statement has been successfully incorporated into the Program Review process. With the Program Review format requiring each program or service to directly relate their current or planned operations into the scope of the Mission, the areas are at least reminded annually of the college's focus. It is difficult to assess whether this focus continues beyond the Program Review report into the implementation phase.

This Standard has been met with regard to decision making. The processes employed by the College focus on the identified and validated needs within the context of the COS Mission. In turn, these findings are then used as a basis for making recommendations and decisions.

However, based upon the Accreditation Survey results, this perception is not shared campus wide. Faculty, administrators, and the Board of Trustees survey results (84%, 84.6% and 100% respectively) indicated it was important that the *Mission Statement guide the development of new programs and services*. Their level of agreement (61.8%, 66.7%, and 80% respectively) left a fair margin for disagreement. Twelve percent of faculty and 8% of administrators indicated they did not know. A method needs to be developed in which the Mission is always clearly considered when making institutional decisions. The scope of the Mission is very broad, however, and consequently sets parameters that seem to encompass all existing programs and services.

<b>Statement: The Mission Statement guides the development of new programs and services.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Board
Great/Moderate Importance	84	84.6	100
Little/No Importance	5.3	7.7	
Do Not Know	10.7	7.7	
Level of Agreement	Faculty (FT & PT)	Administrators	Board
Strongly Agree/Agree	61.8	66.7	80
Disagree/Strongly Disagree	26.4	25	
Do Not Know	11.8	8.3	20

### Planning Agenda

1. College Council and the Institutional Planning Committee will refine the process which articulates the relationship between the decisions that are made and the Mission of the College.

### **B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

*1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes*

#### Description

The opportunity for faculty and staff to engage in dialogue about continuous improvement of student learning and institutional processes exists in both formal and informal settings.

Formal dialogue about student learning at COS occurs in a number of different campus committees and during various processes instituted across campus. These committees include the Campus Curriculum Committee, Student Learning Outcomes (SLO) Committee, Program Review Steering Committee, and the Institutional Planning Committee. The established processes include Program Review, course outline review and faculty evaluation.

The Campus Curriculum Committee is responsible for reviewing and acting upon all proposals from the divisions to establish new programs, add new courses to existing programs or make changes to existing courses and programs. The Campus Curriculum Committee is composed of a college-wide elected chair, representatives from the twelve divisions, the three Academic Deans, the

Vice-President of Academic Services, a student representative and the Articulation Officer. This is an important forum for dialogue about issues critical to student learning. Since the process of curriculum proposal and review begins within the divisions, it affords the opportunity for faculty to have course and subject specific discussions about student learning.

The SLO Committee is comprised of faculty representatives from every division and administrators from Academic and Student Services. They have developed a 4-year plan (2004-2008) for identification and implementation of student learning outcomes across campus.

The Program Review model was revised at the completion of the first cycle to more fully address student access, success, and retention and these inclusions have enhanced dialogue at all levels – course, program, division, and ultimately, college-wide.

Institutional processes are discussed in numerous forums including College Council (and its Institutional Standing Committees), Instructional Council, Associated Student Body, Student Services Managers, Student Services program and advisory committee meetings, and Academic Senate. Process effectiveness and needed improvements are the focus of these regular agenda items.

In addition to formal processes, faculty often engage in dialogue among themselves about how to improve opportunities for student learning. An example of these more informal opportunities is the Conversations on Writing (COWS) group, where interested English faculty gathers to discuss issues relevant to student success in writing courses.

### Evaluation

The College meets this standard. Through the Program Review model and processes, program performance and relevance is addressed and evaluated throughout the college, not just in the academic areas. COS maintains on-going dialogue regarding institutional processes in College Council and its Institutional Standing Committees.

The SLO Committee is continually working to inform and teach the College community how to identify SLOs and assess student learning..

### Planning Agenda

No planning agenda is recommended at this time.

***2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.***

### Description

College of the Sequoias has institutional goals which are developed collaboratively with all constituent groups and are given wide distribution throughout the college community. They are usually developed at planning meetings at which faculty, classified staff, and administrators are invited to participate. Following RP Group guidelines, objectives are written in measurable terms to facilitate evaluation. They are then approved and given wide distribution. Institutional goals are published in the Educational Master Plan which is distributed to various campus committee members and is available to anyone on campus. Institutional goals and objectives are presented to the Board of Trustees for approval. As an action item, they will be published in the Board minutes. Electronic and hard copies of the goals and objectives are available to anyone on campus.

Goals are developed for a period of three years. Progress achieving the goals is evaluated annually. COS involves faculty and staff in the evaluation of the goals and objectives. COS publishes the progress towards the achievement these institutional goals and objectives. At the end of the three year cycle, some goals may need to be carried forward if sufficient progress has not been made.

### Evaluation

The College meets this standard. Institutional goals with measurable objectives are developed through a collaborative effort of campus constituencies and are published in several formats, i.e. the Educational Master Plan, Board minutes, and campus meetings. However, the evaluation of these goals is not always consistent. In some cases the evaluation was not performed every year. The evaluation relies on the participation and input from the entire campus community and, at times, the input has not been forthcoming. This makes it difficult to assess whether there is a lack of progress or whether there is a lack of documentation of progress towards achievement of goals and objectives.

### Planning Agenda

1. See planning agenda 1 in standard I.B.3.

***3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.***

### Description

COS uses a three-step institutional planning process: Plan – Implement – Evaluate (PIE). This process is used not only with institutional goal development, implementation, and assessment but also with the Program Review process. Program Review can influence goal development directly by identifying areas of concern that may become goals/objectives. Conversely, goals/objectives may identify concerns that are then rectified through the Program Review process.

The institutional goals and objectives developed in February 2003 by the Planning Task Force were intended to guide the institution from 2003 through 2006. Realizing that not all objectives could realistically be accomplished during the first year of the three-year life cycle, an ad hoc committee reviewed all of the objectives and assigned a tentative timeline for implementation.

The institutional planning process calls for an annual assessment of progress toward implementation of institutional goals and objectives. Progress reports are distributed annually and completed by individuals who are involved in the implementation of specific objectives for each institutional goal. Based on the type of objective being addressed, the progress reports will cite qualitative and/or quantitative data. The progress reports are then evaluated by the Planning Task Force for degree of completion. The Planning Task Force is comprised of faculty, classified staff, administrators and students. Based upon these reports, objectives are categorized as: accomplished, in progress, or are revised. The status of objective implementation is reported college wide, to the Board of Trustees and to the community via the publication, *Institutional Accomplishments at College of the Sequoias*.

In Spring 2006, the Institutional Planning Committee initiated a new goal-setting planning cycle. This committee distributed a call for “Challenges” facing COS. The committee will organize the responses from across campus into themes. The themes and challenges will be sent to College Council. College Council will then develop goals and objectives from these documents.

In addition to the institutional goals, the College has a formal set of Institutional Performance Indicators that are updated annually. The Institutional Performance Indicators were developed by the Institutional Planning Committee and approved by the College Council and the Board of Trustees as a method of reporting: 1) community access 2) student performance and progress in several categories and 3) institutional health (FTES, staff diversity) to the college as a whole, to the Board of Trustees, and to the community at large. The Institutional Performance Indicators closely parallel the Partnership for Excellence goals (access, overall course completion, basic skills course completions, degrees, transfer) and also match the new accountability elements that are being proposed by the State. These Institutional Performance Indicators are basically the same ones addressed by divisions and departments in their Program Review reports and this process provides an opportunity to carry the Program Review process through to the institutional level. The evaluation of these indicators is based upon an analysis of quantitative data at the institutional level.

### Evaluation

This Standard, as it relates to assessment of progress toward goals and the use of a systematic cycle of planning, resource allocation, implementation and evaluation to guide decision-making, has been substantially met based upon the following evidence:

The College uses the PIE process in goal development, implementation and evaluation. This planning cycle is depicted in published planning documents.

Based upon the Program Review Steering Committee's recommendations, the PIE philosophy has been successfully incorporated into the Program Review model, demanding both qualitative and quantitative analysis of a program or service's health. Program Review Annual Updates further strengthen the PIE cycle.

While the PIE method appears to have worked well at the program level, there are concerns at the institutional level with regard to goal implementation and resource allocation. The Institutional Planning Committee has had many discussions regarding the effectiveness of goal planning efforts. Discussions have also centered on the lack of goal delegation to individuals who are then provided the resources (staffing or funding) to implement these goals. Annual Goal Assessments reflect that some goals requiring no additional staffing or funding or that naturally fall within the scope of operations for a specific area are easily accomplished. Others have received limited attention.

When funding is available, the process to prioritize Above-Base Budget requests identified in Program Reviews allows for input from various groups and constituencies before reaching the Superintendent/President. However, with the small percentage of the annual budget that is not committed to salaries and related costs, allocation of funds for implementation of some goals continues to be a challenge. Evaluations of goal achievement have shown that prior to future goal planning efforts, it is paramount that identification of responsibility, staffing and funding be resolved.

This Standard as it relates to evaluation based on analysis of both quantitative and qualitative data has been met based upon the following evidence:

At the institutional level, Planning Task Force participants are instructed to construct goals that have measurable outcomes ~ qualitative and/or quantitative ~ to allow for a thorough evaluation of implementation. Old Partnership for Excellence goals, as well as the new Institutional Performance Indicators and the proposed AB 1417 accountability measures, require an analysis of quantitative data. At the program and service level, the revised Program Review model requires qualitative and/or quantitative analysis from each area. This analysis is then incorporated into the institutional PIE process.

Planning Agenda:

1. The College Council will refine the goal development process to include identification of responsible staff and funding resources and will develop a process for consistently evaluating goal attainment.

***4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.***

### Description

The planning process falls under the purview of the college's governance body, the College Council, and one of its four standing committees – the Institutional Planning Committee. The College Council includes constituents from all of the college's representative groups – faculty, classified, administration, adjunct faculty and students.

During Program Review, Above-Base Budget requests for human resources, equipment and facility resources are identified and validated. The College Council is responsible for prioritizing the requests and making recommendations to the Superintendent/President. The College Council can receive input from its Institutional Standing Committees and from Instructional Council. This process provides opportunities for all constituent groups to have input into these recommendations.

In 1999, 2000, 2001, and 2003, the Institutional Planning Committee convened an annual planning meeting. Representatives from faculty, classified, administration, students, and Board of Trustees were brought together to assess progress completing institutional goals, examine both internal and external factors affecting the institution's ability to meet its goals, develop draft goals for the coming year, and to receive input from constituent groups about these draft goals and objectives.

In 2002, the process was modified somewhat. The College developed a *Strategic Plan* focused on the input of both campus constituents as well as representatives from the community. After initial drafts were developed during study sessions on campus, a Town Hall meeting, which brought together community members with campus representatives, was held. This day-long event resulted in the creation of the College's *Strategic Plan*. In 2003 goals were set for a three-year periods and were modified based upon this annual assessment by the Planning Task Force, and the outcomes from the Strategic Planning meeting.

Beginning with the 2003/2004 academic year, the number of Flex days was reduced to one per semester. This did not allow the College to follow the process which included the annual Planning Task Force meetings. Since then, the Institutional Planning Committee has reviewed the progress achieving institutional goals and made recommendations to College Council related to planning or the assessment of institutional effectiveness. However, everyone on campus is given the opportunity for input through the college's governance structure.

Another example to demonstrate that the planning process is broad based is the recent adoption of the 2005 *Educational Master Plan*. While it originated in the Academic Services area, the Plan was based upon the Program Review documents that were prepared in the Student Services, Administrative Services, and Academic Services areas. The Plan was sun-shined by the Academic Senate and College Council before being taken to the Board of Trustees for its approval.

In 2004 the College Council accepted the recommendation from the Institutional Planning Committee for Institutional Performance Indicators and forwarded those to the Superintendent/President who in turn forwarded them to the Board of Trustees for

recommended adoption. The Institutional Performance Indicators were then adopted by the Board of Trustees. These indicator will assist the College in evaluating institutional effectiveness.

### Evaluation

COS substantially meets this standard. The planning process provides the opportunity for participation from all constituent groups. However, representatives from these groups do not always avail themselves of these opportunities.

The College has a process in place for allocating human resources, equipment and facility resources through the Above Base Budget process. However, in recent years, there have not always been resources to allocate to these identified needs. A primary example is Instructional Equipment money. When the college does receive money from the State, it follows the process that has been identified through the College Council's Above Base Budget process for allocation of the funds. When no funds are available, nothing happens.

It is difficult to assess the effectiveness of resource allocation. There are no clearly defined methods to assess the impact of resource allocation on institutional effectiveness.

### Planning Agenda:

1. The College Council will identify and investigate models of measuring institutional effectiveness, and adapt a method to the planning process at COS.

***5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.***

### Description

Quality assurance information from planning, evaluation, and research activities is made available to the public from a variety of academic programs and services and in many different formats. High school counselors, faculty, and administrators receive such information at workshops scheduled by their counterparts here at the College. The Research & Grants Newsletters, Annual Planning Compendium and Institutional Master Plan, which detail research and planning efforts, are distributed internally and to individuals outside the college community who are in education, government, business, and to the public in general, if they request them.

Results of assessment tests, specifically English and mathematics, of incoming students have been made available in the Annual Planning Compendium and, at times, in the Research & Grants Newsletters. The information is shared with high school administrators and counselors each year. The numbers and percentages of students placing in each area of mathematics and English can be used as a monitoring tool, not only of the capabilities of high school and re-entry students, but also a gauge of how many class sections are needed.



Some programs on campus must meet outside agency regulations specific to total program evaluation. These evaluations include assessments and action plans. An examples of this is the Registered Nursing program. Quality assurance matters pertaining to the nursing program are reviewed and discussed with the program's Advisory Committee, the local Nurse Executive Council, and the California Board of Registered Nursing.

Student Right to Know information is available from the California Community College Chancellor's Office. The *General Catalog* continues to publish the "Student Right-to-Know Disclosure" statement. Any individual wanting details may request this information from the Dean of Student Services, or secure it from the State Chancellor's Office website. This information is shared across areas of the college and with Advisory Committees of the various vocational disciplines.

Members of the community serve on each Program Review Validation Team and can informally share results with interested parties. Program Review results are ultimately presented to the Board of Trustees for approval and, therefore, become part of the agenda that is available to the public. There is no current formal mechanism to share Program Review and evaluation results with the public, other than perhaps through various Advisory Committees.

### Evaluation

This standard has been met. Copies of newsletters, Annual Planning Compendiums, and Education Master Plans have been disseminated internally and externally. Each of these publications contains quality assurance information. Assessment test data is also published and distributed once a year both internally and externally to K-12 administrators.

Program-specific external evaluation documents are validated by the various agencies and results are available to interested individuals.

Student Right-to-Know information has been provided to students and the public through the COS General Catalog and through the State Chancellor's website. Specific rates continue to be shared internally via newsletters and the Compendium. The Student Right-to-Know rates are prepared by the Chancellor's Office. Since the data are not prepared by COS, there is no way to check for accuracy.

Program Review statistics for each area are prepared by Academic Services area from MIS data and are assumed to be valid. The quality of each area programs or services must be validated. Results are available to interested constituent groups.

### Planning Agenda

No planning agenda is recommended at this time.

***6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.***

Description

The College Council engages in planning efforts and in identification of areas requiring improvement. The various Institutional Standing Committees of the College Council have each developed planning tools to guide their individual efforts:

- 1) The Institutional Technology Committee developed and uses a campus-wide Technology Plan 2.0.
- 2) The Institutional Budget Committee utilizes the Preliminary Budget Report and the *Budget Book* (adopted Final Budget). Each area's (President's Office, Academic Services, Student Services, and Administrative Services) chief administrative officer may provide their divisions/departments with an opportunity for input and allocation revision.
- 3) The Institutional Facilities Committee uses the Five-Year Facilities Plan when addressing campus facility needs.
- 4) The Institutional Planning Committee periodically reviews the effectiveness of the institution's planning process. The Committee discusses each facet of the P-I-E (Planning, Implementation, and Evaluation) model and its relationship to the Mission. Also included in these discussions are the connections between processes, such as accreditation, program review, institutional goals, and accountability mechanisms (such as PFE). The model has been mapped by the committee and the connections between processes have been formatted into a three-dimensional visual representation which is used at various planning events. It is during these discussions in the Institutional Planning Committee that weaknesses in the processes are identified and modifications are proposed. The concept of "Performance Indicators" was developed during these sessions as a method to expand the evaluation process at the institutional level.

Resource allocation processes occur at many levels. The major budget allocation decisions occur in the President's Cabinet and are not currently included in the College Council's planning model. The funds available for additional staff and equipment are identified at this level. Recommendations on how these funds are ultimately allocated to various programs across campus are a responsibility of College Council. College Council evaluates the requests identified during Program Review and makes its recommendations on which should be funded to the President's Cabinet. For faculty and instructional equipment, the Instructional Council makes recommendations to the College Council; which they may accept or alter. The Instructional Council consists of Division Chairs, Academic Deans and Directors, the Vice-President of Academic Services and Director of Institutional Research. The Instructional Council has developed a set of criteria for evaluating requests for faculty and uses those criteria in their evaluations of requests.

While each area within COS may conduct their own individual research efforts, the Institutional Research Office serves the entire college. There is no formal evaluation of the effectiveness of institutional research, but as processes change (e.g., revision of Program Review model), the qualitative and quantitative data required to assess outcomes may also change. Research efforts are informally critiqued by academic and/or service areas requesting specific data.

### Evaluation

While the College has made progress informally assessing the effectiveness of its planning and resource allocation processes, the lack of a formal process indicates the need for improvement in meeting this standard.

Currently, the College Council attempts to assure its effectiveness through informal evaluation processes. The 2001 Participatory Governance Model contains no written provision for procedural changes. The Council has the prerogative to evaluate the work of each Institutional Standing Committee and request a revision of its charge if needed.

To assure effectiveness of its guiding document, the Technology Plan 2.0 states that “it is a work in progress” and is “reviewed and revised as necessary to support the Mission of COS.”

The Institutional Budget Committee, while considering questions and concerns surrounding the budget, does not have a formal mechanism to assure its effectiveness or to modify the resource allocation process.

The Institutional Facilities Committee has no formal process to evaluate the effectiveness of its operations.

The Institutional Planning Committee has no formal evaluation process to assess its own effectiveness. However, the Committee is diligent in conducting an annual (at a minimum) review of the various phases of COS’ planning efforts. While formal feedback or evaluation of campus-wide planning events does occur, the large Planning Task Force has not convened since the development of the 2003-2006 goals.

Informal feedback from areas under review on how to improve the process is always requested by the Program Review Steering Committee. Programs and services are asked for input mid way through and at the end of the cycle on what did and did not work well in the process and preparation of the reports.

As there is no formal evaluation of institutional research efforts, the Accreditation Survey provided insight regarding the perceptions of campus constituencies with regard to these efforts. While institutional performance data is distributed by the Institutional Research Office in a variety of methods, recognition of such information is minimal. Faculty, administrators, and classified staff were asked for input regarding the distribution and availability of information regarding institutional performance. While the three groups each felt this was an important function (89.4%, 75% and 94.2% respectively), the level of agreement that this, indeed, occurred differed

greatly (59.5%, 84.7% and 49% respectively). Twenty-five percent of faculty and 39.6% of classified disagreed that the data was available and 15.2% and 11.3% did not know the status of availability.

<b>Statement: Information about institutional performance is distributed and available to all staff.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Classified
Great/Moderate Importance	89.4	75	94.2
Little/No Importance	6.6	25	
Do Not Know	3.9		5.8
Level of Agreement	Faculty (FT & PT)	Administrators	Classified
Strongly Agree/Agree	59.5	84.7	49
Disagree/Strongly Disagree	25.3	15.4	39.6
Do Not Know	15.2		11.3

The Accreditation Survey asked two other questions regarding providing institutional and program performance information. The same survey respondents for faculty, administrators and classified rated the College higher. It is unclear why this disparity should exist.

<b>Statement: The College provides evidence of institutional performance.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	93.6	100	89.8	100
Little/No Importance				
Do Not Know	6.4		10.2	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	81.7	75	59.6	100
Disagree/Strongly Disagree	9.8	8.3	19.2	
Do Not Know	8.5	16.7	21.2	

<b>Statement: The College provides evidence of program performance.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	90.9	92.3	89.8	100
Little/No Importance	2.6	7.7	2	
Do Not Know	6.5		8.2	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	77.9	58.3	64.7	60
Disagree/Strongly Disagree	13.3	25	13.7	20
Do Not Know	8.8	16.7	21.6	20

### Planning Agenda:

1. The College Council and the Institutional Standing Committees will formalize processes for systematically reviewing and modifying the planning cycle. At the end of the year, completion of the action plans will be communicated to all constituencies.

***7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.***

### Description

Program Review is the evaluation mechanism that assesses the effectiveness of instructional programs, student support services, learning support services, and administrative services. The Program Review model was implemented in 1999 and every appropriate area of the College was reviewed within the first five-year cycle.

With the last round of program reviews in 2003, the model was revisited in its entirety by the Program Review Steering Committee and the Institutional Planning Committee. In an effort to more fully address the requirements of the various accountability mechanisms (PFE, Student Equity, and COS' Institutional Performance Indicators) and to assure that each area directly addressed student performance issues, the Program Review template was revised. The revisions included the need for each area to address specific data (student enrollments, success rates, retention rates, currency of curriculum review, frequency of curriculum offerings, FTES generation, staffing, etc.) and cite specifics for areas requiring improvement. Templates for services were also revised to assure a more thorough program evaluation.

It is anticipated that the second five-year review cycle in 2008 will generate additional process revisions

### Evaluation

This Standard has been met.

There is an annual evaluation of the Program Review process by both the Program Review Steering Committee and by the programs and services under review. The process was refined based upon this feedback. To make the Program Review template more user friendly and to provide more information to those under review, major revisions were made in 2002.

The Accreditation Survey asked faculty, administrators, classified, and the Board of Trustees their perceptions regarding Program Review's usefulness in identifying needed improvements. The importance of this use of Program Review was high in each groups' responses - ranging from 80% to 92%. Responses regarding agreement varied greatly with only 40% of the Board, 62% of the

faculty, and 64.2% of classified staff agreeing. Ninety-two percent of administrators agreed that that Program Review does identify needed program improvements.

<b>Statement: Program Review is used to identify needed improvements.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	87.2	91.7	90.2	80
Little/No Importance	7.7	8.3	3.9	
Do Not Know	5.1		5.9	20
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	62	92.3	64.2	40
Disagree/Strongly Disagree	26.6	7.7	24.5	40
Do Not Know	11.4		11.3	20

Initially, there was much resistance to the implementation of Program Review. Instructional programs and service areas were fearful that process would be punitively used by administration. Evaluation of programs and services was threatening. However, this perception changed somewhat when areas were able to realize benefits (equipment, staffing, remodeling, etc.) that were justified in their program reviews. Funding constraints reduced the immediate, tangible benefits to programs and many areas do not yet fully comprehend the subtle, intangible value of program improvements.

The development of the Educational Master Plan, in addition to validating the importance of Program Review, will also serve as a valuable blueprint for the future of the college. The main focus of the Plan is on change: changes which are needed to help the institution better meet the challenges of its Mission.

### Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. College of the Sequoias Mission Statement
2. 2005-07 COS General Catalog
3. Program Review Reports
4. Educational Master Plan
5. Board of Trustees Agendas & Minutes
6. Institutional Planning Committee Minutes
7. College of the Sequoias Strategic Plan
8. Research & Grants Newsletters
9. Institutional Master Plan
10. Technology Plan 2.0
11. Preliminary Budget 2005-06
12. 2005-06 Final Budget
13. Five-year Facilities Master Plan
14. 2001 Participatory Governance Model
15. College Council Minutes
16. Campus Curriculum Committee Minutes
17. Student Learning Outcomes Committee Minute
18. Program Review Steering Committee Minutes
19. Accreditation Survey Results
20. Board of Trustees Policy Manual
21. Student Equity Plan

## Standard II: Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes (SLO). The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

*1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and upholds its integrity.<sup>1</sup>*

#### Description:

College of the Sequoias (COS) maintains instructional programs that meet the unique needs of its students. In Hanford, at the COS Farm, on the main campus and throughout the COS District, students are offered instructional programs that provide education and training for career opportunities, for transfer to other institutions, for vocational training, and for basic skills achievement.

Educational programs are monitored by the Campus Curriculum Committee through the five-year review process. The Campus Curriculum Committee, which is composed of faculty, administrators, and students, has the responsibility for oversight of College of the Sequoias' curriculum.

The Program Review process, which has as its goal to evaluate the success and relevancy of every COS program and service, requires each campus entity to perform a self evaluation and comment/respond to success and retention information to evaluate their courses and programs.

Fields of study offered by the College are chosen to meet the educational and training needs of its students. Courses in general education, academic majors, and lower division preparation for transfer are developed in collaboration with the four-year school to which students most often transfer. IMPAC, discipline-specific meetings among two- and four-year faculty, and the work on the liberal arts transfer degree have all supported this dialogue. The vocational divisions rely



heavily on advisory boards, student surveys, and graduate questionnaires for input into fields of study and refinement of certificates

Evaluation:

The College, through its curriculum and Program Review processes, meets this standard. However, the Accreditation Survey reveals some disagreement with this.

<b>Statement: The curriculum process ensures that courses/programs meet the Mission.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Board	Curriculum Cmt.
Great/Moderate Importance	92.1	84.6	100	87.5
Little/No Importance	2.6	15.4		12.5
Do Not Know	5.3			
Level of Agreement	Faculty (FT & PT)	Administrators	Board	Curriculum Cmt.
Strongly Agree/Agree	68.5	53.8	80	68.5
Disagree/Strongly Disagree	24.7	46.2		25.0
Do Not Know	6.8		20	6.4

It is clear that the majority of faculty, administrators, board members and Campus Curriculum Committee members believe that it is important for the curriculum process to ensure that the College's courses and programs meet the Mission. However, approximately one quarter of the faculty and the Campus Curriculum Committee members disagree that this occurs. Even more worrisome is that almost half of the administrators do not believe this statement to be true. The source of the disagreement is unclear. Perhaps it is the perception that the actual curriculum process is cumbersome and slow.

Planning Agenda

No planning agenda is recommended at this time.

*a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Description:

The COS Mission statement "affirms that our mission is to help our diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region." (COS 2005-2007 *General*

*Catalog*). Furthermore, COS “is committed to supporting students’ mastery of basic skills and to providing programs and services that foster student success.”

Through the 2003-04 academic year, the Office of Research and Grants (ORG) produced the Annual Planning Compendium, a collection of data about the demographics of the COS service area, labor and employment data, enrollment trends, placement test results, COS student characteristics, retention, persistence, and success data, and information about faculty. Although a new edition of this document is no longer produced yearly, the ORG disseminates updated information through other venues as new data become available every year. The ORG also produces a newsletter four or five times a year that presents information about student persistence and success, results of placement testing, student right to know information, and Institutional Performance Indicators. This information is available to the entire campus community, and is potentially useful to academic administrators, faculty, and classified staff for developing programs to meet the unique learning needs of our students.

In order to assist students and to “increase the level of student access and success”, COS adopted the Student Equity Plan in 1994, updating it in 1996 and 2005. This plan went to the Chancellor’s Office in 2005. Additionally, COS has a Matriculation Plan, designed to assist students in achieving “their educational goals through a coordinated program of instruction and support services tailored to individual needs.” The Matriculation Plan describes services available to students at COS to enhance their retention, persistence, and success. The Matriculation Plan also identifies methods to strengthen the Institutional effectiveness in delivering educational programs and services to meet students’ educational needs. The COS Matriculation Plan was last updated in 2004.

The Equal Opportunities Programs and Services (EOPS), along with the Disability Resource Center (DRC) develop the specific plans to assist COS students with special needs. Examples include supplemental instruction programs for basic math courses and updated technology. The DRC uses technologically enhanced equipment and programs to assist students, such as *LP Windows with Speech*, *JAWS for Windows*, *Dragon Naturally Speaking*, left - and right-handed keyboards, and closed circuit TV.

Most COS students either hold jobs while attending College or are retraining for a changing job market. The challenge to meet the variety of student needs has led COS to offer classes at a number of off-campus sites, during various times of the day and week, with a variety of delivery methods, including distance learning.

The College has endeavored to keep abreast of employment and industrial trends of the community. The vocational programs at COS have advisory boards made up of faculty and local employers. The College is a member of the Tulare County Workforce Investment Board (WIB) and the Kings County WIB and receives valuable educational and training information as a participating member. The College uses all these sources of information to review the programs, certificates, and majors offered by the Institution and adapts, removes, and adds new programs where deemed necessary.

In order to meet employment needs requiring a higher level of education, the College has transfer agreements with State and private universities in California. For the 2003-04 academic year the California Postsecondary Education Commission reported that 482 College of the Sequoias students transferred to public four-year schools in California.

COS, through its eleven academic divisions, offers a wide variety of courses, majors, programs, and remediation to meet the diverse needs of the COS students. Students who are new to the COS campus take placement examinations in mathematics and English. These examinations determine the level of the individual's preparation in these key areas of study. Each student is counseled to take the appropriate level of mathematics and English to ensure success. The COS counselors routinely review the *Schedule of Classes* to ensure that course offerings address student needs.

Student learning needs are addressed at the division and program level. The vocational divisions, through their associations with advisory boards, community employers, and work in the community, maintain a strong awareness of the needs of the community. These community needs are translated into courses, programs, majors and certificates. Student learning outcomes are gradually being developed and incorporated into individual courses. Non-vocational divisions also have a successful relationship with transfer-accepting institutions and upper division colleges so that students are successfully prepared to course work after transfer. Recent dialogue concerning student learning outcomes at the course level, has been based on information about student learning needs for success in coursework beyond COS.

The Institution has been vocal in the increased concern for the development of basic skills in our students. The Instructional Council put basic skills on its planning agenda for the 2004-05 academic year. The new *Educational Master Plan* acknowledges the need to support opportunities for students to develop basic skills by expanding its programs in College Prep/Basic skills, Human Development, and tutoring.

#### Evaluation:

The College partially meets this standard. Data concerning students' placements into mathematics and English are widely distributed and the level of student preparation for College coursework is generally well known.

The College employs numerous methods to identify student needs. Program Review evaluates student success and retention data for all divisions. The curriculum process requires a justification for new courses and programs outlining the need. Numerous divisions and departments rely on Advisory Committees and employer groups for information regarding their employment requirements. In addition, data from placement test indicate the need for various levels of English and mathematics courses.

It can be seen in the data below, taken from the Accreditation Survey, that the majority of faculty, administrators, and Campus Curriculum Committee members believe that it is important to

identify SLOs as a part of course approval. It is important to note, however, that significant percentages of these same campus entities do not believe that SLOs are actually identified during course approval. This indicates that more dialogue about the value and usefulness of SLOs during course construction is imperative.

<b>Statement: The curriculum process includes identification of Student Learning Outcomes as a part of course approval.</b>			
Degree of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	77.9	84.6	82.4
Little/No Importance	13.0	7.7	11.8
Do Not Know	9.1	7.7	5.9
Degree of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	49.3	36.4	25.0
Disagree/Strongly Disagree	33.8	45.4	62.5
Do Not Know	16.9	18.2	12.5

### Planning Agenda

1. The Academic Senate, the Campus Curriculum Committee, and the Student Learning Outcomes Committee will work in concert to educate the campus community in identification of student learning outcomes and methods of assessment of student learning.

*b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

### Description:

The curriculum oversight and approval process at COS involves review of any new course, program, major, or certificate at the department, division, and campus wide level. Although COS heavily relies on traditional instructional delivery methods, a small number of distance education classes are offered each semester. Those divisions which offer distance education are asked to review the success and retention of distance education students during their Program Review. Some distance education courses have a higher attrition and failure rate compared to traditional delivery methods.

The Campus Curriculum Committee has engaged in vigorous dialogue over the last 5 years about the designation of course delivery as a “lecture” or as a “lab”. Part of the difficulty with these designations is the limited definitions provided by the Education Code, the Carnegie unit, and Board Policy 8005. Twenty-first century instruction does not fit well into definitions of delivery systems constructed 100 years ago. The Campus Curriculum Committee developed and approved definitions for lecture, laboratory and activity. A main problem and source of resistance to first

developing and then enforcing these definitions is that they have effects on instructor's load and therefore, pay.

### Evaluation:

The College partially meets this standard. The College of the Sequoias does not have a campus culture of evaluation of delivery systems and modes of instruction. Although the Office of Research and Grants publishes student retention and success data, student profiles, and other useful information, there is no evidence that these data are used for evaluation of course delivery methods.

The Accreditation Survey reflects the need for evaluation. In the table below, it can be seen that one-fourth of Campus Curriculum Committee members and one-third of faculty and administrators do not believe that course delivery methods are appropriate for course objectives and content, in spite of the fact that the overwhelming majority believe this to be important.

<b>Statement: The curriculum process ensures that delivery methods are appropriate to course objectives and content.</b>			
Degree of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	94.8	92.3	87.5
Little/No Importance	1.3	7.7	12.5
Do Not Know	3.9		
Degree of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	62.9	50.0	68.8
Disagree/Strongly Disagree	31.4	33.3	25.0
Do Not Know	5.7	16.7	6.3

### Planning Agenda

1. The Campus Curriculum Committee will develop a series of workshops to assist course authors in pairing appropriate course delivery methods with course objectives and content.
2. The Campus Curriculum Committee and the Academic Senate will enlist the assistance of the Office of Institutional Research and Grants to develop an evaluation process for modes of course delivery.

*c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Description:

Dialogue about student learning outcomes from the course level to the institutional level has begun on the College of the Sequoias campus. The Campus Curriculum Committee began the conversation two years ago and out of that discussion evolved the campus' Student Learning Outcomes (SLO) Committee. The SLO Committee is composed of "early adopter" faculty representatives from each division as well as administrators. They have vigorously led the charge to engage faculty in development of SLOs and have met with some success. Throughout the divisions, examples exist of courses and programs that have been revised to include student learning outcomes and the use of rubrics for evaluation of SLO achievement.

During Fall 2005 the Campus Curriculum Committee adopted a format change to the course outline template that forces the course outline author to identify SLOs. On February 2, 2006, the SLO Committee hosted a workshop for the COS community to learn more about SLOs. The workshop presenter was Dr. Norena Badway who is Associate Professor, Higher Education Leadership, University of the Pacific. The SLO Committee has sponsored numerous other workshops and training opportunities for faculty, including bringing other speakers onto campus and offering "Brown-bag" sessions with SLO Committee members.

Several divisions have SLOs in place in courses, programs, certificates, and degrees. The Division of Nursing and Allied Health is one that has identified student learning outcomes. Regulation by outside agencies and California state legislation has prompted the development of student learning outcomes in this division's skill certificates and major. The Division of Consumer Family Studies and the Economics Department in the Business Division have both made great strides in incorporating student learning outcomes into courses, as well as promoting dialogue throughout these divisions.

Evaluation

The College partially meets this standard. The inclusion of student learning outcomes into courses, programs, certificates and majors has begun. Although much progress has been made, COS has much yet to do. The Accreditation Survey revealed that at least three quarters of faculty and administrators believe it is important that the programs and divisions develop SLOs. A majority of these groups, 66.7% of faculty and 80% of administrators, agree that the programs and divisions are now developing SLOs. These findings indicate the success of the SLO Committee in educating the College and fostering dialogue regarding SLOs.

<b>Statement: Your program or your division is in the process of developing SLOs.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	75.6	75.0
Little/No Importance	15.4	16.7
Do Not Know	9.0	8.3
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	66.7	80.0
Disagree/Strongly Disagree	27.7	10.0
Do Not Know	5.6	10.0

The majority of the College's faculty, administrators, and Campus Curriculum Committee members believe that SLO assessment is an important means of improving courses and programs. A smaller majority agree that this is currently occurring in courses and programs.

<b>Statement: SLO assessment is used to improve courses and programs</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	79.2	76.9	82.4
Little/No Importance	13.0	15.4	11.7
Do Not Know	7.8	7.7	5.9
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	63.2	53.8	68.8
Disagree/Strongly Disagree	29.4	38.5	31.2
Do Not Know	7.4	7.7	

### Planning Agenda

1. The Campus Curriculum Committee, with the assistance of the Student Learning Outcomes Committee, will develop tools and techniques for the assessment of student achievement of course SLOs. Identification of the means of assessing SLOs will become a mandatory part of the course outline template.

*2. The Institution assures the quality and improvement of all instructional courses and programs offered in the name of the Institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location*

### Description

The College of the Sequoias offers traditional college courses, characteristic of most community colleges. In addition, the College offers developmental, pre-collegiate, continuing and community education, short-term training, international, contract education, Mini-Corps courses, LISTO learning communities, Foster Care Education, and college orientation.

Board Policy 1110 identifies “Curriculum” as one area where the Board of Trustees and Academic Senate will work toward mutual agreement.

In almost all instances, new curriculum originates in individual divisions and/or with individual instructors. Instructors are in the best position to track trends and changes in their field, which may necessitate adaptations to certificate, vocational, or transfer programs. In many cases, members of Advisory Committees or colleagues at four-year colleges and universities will alert instructors to needed changes. At other times, business and community members may identify skills they would like to see in new employees. Whatever the method used for identifying the curriculum need, development of new courses begin at the division level after some sort of needs assessment. There should be substantive indicators to support the need for the course. The most important of these indicators is identifying how the proposal will meet student needs. All new curriculum must be a part of an approved program at COS. Programs are submitted to the Chancellor’s office for approval.

Modifications of current courses can occur for several reasons. Instructors are mandated to review course outlines and pre-requisites every 5 years for currency. Scrutiny by the COS Campus Curriculum Committee is part of this review. Advisory boards, community members, alerts from four-year schools’ faculty, or changing technology may indicate the need to modify a course outline. In the justification portion of the course outline form, the instructor is required to explain why the course is being modified. Although a formal needs assessment is not required, a clear-cut need for modification must be presented.

The Academic Senate passed a resolution during the Fall 2005 semester stating that all course outlines are expected to be no older than 5 years. During Program Review, all courses, programs, certificates, and majors are scrutinized. Data from the Office of Research and Grants assists each division in the evaluation of its offerings. Retention, persistence, and success are all useful evaluation tools for reviewing courses, programs, certificates, and majors. During the Program Review process courses may be modified or deleted, to maintain the currency of the course and/or program.

As much as is humanly possible, all courses and programs are of high quality at the College. The multi-step approval process provides for input from many interested parties as well as time to review the need for the new course, certificate, program, or major. As described in the previous paragraph, the Program Review process ensures that all courses certificates, programs and majors



are periodically reviewed and revised as necessary to meet the learning needs of our student population.

### Evaluation

The Institution meets this standard. The faculty-driven curriculum creation process requires scrutiny by faculty and administrators directly involved with the delivery of curriculum. Once a course, certificate, program, or major is in place, review occurs once every 5 years during the Program Review process. These processes ensure the high quality of curriculum at College of the Sequoias

### Planning Agenda

No planning agenda is recommended at this time.

*a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

### Description

College of the Sequoias has established processes for the development and maintenance of courses and programs, as identified in the *Curriculum Approval Process*, which was adopted by the Academic Senate and the Board of Trustees in 2002. This process ensures that faculty have the central role in creating and reviewing curriculum. The process for new curriculum development was described in a previous section of this report (II.A.2).

Established programs and services are evaluated through the Program Review process. Every five years each program, service, and division on the COS campus undergoes this evaluation process. They also must complete yearly updates to Program Review. In the academic programs, faculty complete the Program Review and part of the evaluation is a review and updating of course outlines. Faculty use factors such as retention and success within the course, responses to student surveys, and the degree to which the course achieves acceptable minimum enrollment each semester to evaluate courses in the division. Evaluation of programs includes the number of students who complete certificates, majors and lower division preparation for transfer. Vocational divisions also evaluate courses and programs through feedback from advisory committees.

There is no quantitative data to indicate whether these procedures lead to assessment of quality and improvement. However, qualitative feedback is constantly sought by the vocational divisions from Advisory Committees. The community volunteers who sit on advisory committees provide invaluable information concerning the preparation of our students and graduates for the workplace.

Student learning outcomes are now being identified for each course. The new requirement of the Campus Curriculum Committee that all new and modified courses identify SLOs will ensure this process continues. Some departments and divisions are further along in this endeavor than others. Since the development and modification of curriculum begins with the faculty, the faculty will also be responsible for identifying SLOs. The Campus Curriculum Committee will review the learning outcomes as a part of the approval process. The next step will be to develop validated methods of assessments for these learning outcomes and make that a requirement of the curriculum process. Currently, this is not a requirement of the process, only a suggestion/option. Dialogue is now beginning on the identification and assessment of learning outcomes for programs.

Each division has a division curriculum committee charged with overseeing the curriculum in their area. Once a course proposal reaches the division curriculum committee, it is reviewed to make certain that it meets the standards set by the State of California and identified in policies and procedures developed by College of the Sequoias. Among the factors to be considered are rigor, effectiveness, and currency. This committee must determine that proposed courses will fit into a program approved by the Chancellor's office. It is the primary responsibility of the division curriculum committee to scrutinize all pre-requisites, co-requisites, advisories, and limitations on enrollment for each new and modified course. The division curriculum committee, along with the Division Chair, has the responsibility of making curriculum decisions that may impact courses, programs, certificates, and majors within the division. In addition, the division curriculum committee has the responsibility to identify which resources are necessary to offer a course and ensure they are available to instructors and students for this course.

The appropriate Dean also has the obligation to assist the author in identifying any inconsistencies, grammatical and spelling errors, and to be sure that the course outline is technically correct, including pre-requisites, co-requisites, advisories, and limitations on enrollment. The Dean works with the Division Chair to determine that the course fits within the division's program offerings and the overall Mission of the College.

It is the responsibility of the Articulation Officer (AO) to determine the transferability of a course, to establish and to maintain transfer and articulation agreements with the UCs and CSUs. The AO works closely with faculty in the development and modification of transfer courses including all issues related to articulation such as pre-co-requisites, general education and lower division major preparation. The AO also plays an important role in overseeing standardization of language for prerequisites used in course outlines, the *General Catalog*, and the *Schedule of Classes*, as well as the computerized prerequisites

The Campus Curriculum Committee members are divided into sub-committees which review the course outline for both substantive and non-substantive concerns. After the review, the sub-committee either sends the outline back to the author for adjustments or recommends that the course be approved by the entire committee. Once approved by the entire Campus Curriculum Committee the course is then presented to the Academic Senate to be considered and approved by

that body. If the Academic Senate approves the course, it is sent to the Vice President of Academic Services, Superintendent/President and the Board of Trustees for consideration and approval. The California Community College Chancellor's Office also receives and approves all new courses.

Courses and programs are evaluated as a part of the five year Program Review that every division, program and service must undergo. Part of the Program Review for academic divisions is review and updating of all courses, certificates, and majors.

One example of improvement to courses and programs occurred in the Science Division. The Science faculty have been involved with the state-wide IMPAC program to make sure that biology majors courses are in step with the state-wide standards. The Science Division faculty have updated catalog descriptions, topic descriptors and lab topics, and are monitoring the IMPAC discussion on SLO's for these courses.

### Evaluation

The College partially meets this standard. COS effectively uses established procedures to develop, approve, and administer its courses, and programs. Faculty have a central role in the entire process of development and approval of new and modified curriculum. The Campus Curriculum Committee has become increasingly effective through the use of computer-assisted dialogue, support and file sharing. The Program Review process for all divisions requires that all course and program information be current and that data concerning student retention and success is addressed.

As can be seen in the following data taken from the Accreditation Survey, a significant portion of the campus population believes that evaluation of courses and programs is important. However, 32.9% of the faculty and 43.8% of the Campus Curriculum Committee do not believe that evaluation of courses and programs occurs.

<b>Statement: Courses and Programs are evaluated for effectiveness.</b>			
Level of importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	96.1	100	94.1
Little/No Importance	2.6		5.9
Do Not Know	1.3		
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	61.4	76.9	50.0
Disagree/Strongly Disagree	32.9	15.4	43.8
Do Not Know	5.7	7.7	6.2

While it is assumed by some that courses and programs are reviewed every five years as required by Program Review, this may not be uniformly done (see II.A.2.e).

### Planning Agenda

1. The Academic Senate will identify criteria used to define quality in instructional courses and programs. These criteria will be forwarded to the Program Review Steering Committee for inclusion in the Program Review process.

*b. The Institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The Institution regularly assesses student progress towards achieving those outcomes.*

### Description:

The College's faculty has primary responsibility for curricula at COS. The faculty initiates and writes the course outlines, completes course outline updates and revisions, and serves on division curriculum committees. The majority of the members of the Campus Curriculum Committee are faculty. Vocational departments and divisions maintain Advisory Committees in which faculty participate. Specific programs, such as the Fire and Police Academies have outside agencies that determine student learning outcomes and the faculty must ensure that fire and police academy students achieve these outcomes.

Student learning outcomes are now being incorporated into course outlines, as previously discussed in the description of II.A.2 a. The dialogue about inclusion of SLOs into general education and vocational certificates and majors is in the initial stages. Some vocational areas, such as welding, have certificates with very specific student learning outcomes, mandated by external agencies.

Although not done consistently across the College, COS does assess student progress toward SLOs. For example, in the Registered Nursing core courses, economics, and developmental math courses, student achievement of SLOs is evaluated.

COS has long identified general learning objectives in courses, majors and the general education pattern. These are identified in the *COS General Catalog*. However, the SLO Committee has not begun work yet on formally identifying SLOs for majors and the general education pattern. Therefore, the assessment of learning outcomes for majors and the general education pattern is not possible.

### Evaluation

COS partially meets this standard. The expertise of faculty and input of Advisory Committees are the primary sources for identifying competencies and SLOs. However, the College has not yet identified SLOs and competencies throughout all courses, programs, certificates, and degrees.

<b>Statement: There is a process to determine student achievement in programs, certificates and majors.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	93.4	92.3	87.5
Little/No Importance	2.6	7.7	12.5
Do Not Know	3.9		
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	62.5	61.5	47.1
Disagree/Strongly Disagree	18.1	15.4	17.6
Do Not Know	19.4	23.1	35.3

The Accreditation Survey data reveal that, although almost all faculty and administrators believe the process for determining student achievement in programs certificates and majors is important, less than two-thirds acknowledge that the process exists. Less than half of the Campus Curriculum Committee members believe this process is in place, and it is these faculty that is most aware of curricular processes on this campus. It should be noted that significant percentages of all groups **Do Not Know** of the existence of a process.

### Planning Agenda

1. The Academic Senate will establish a realistic deadline for inclusion of evidence of student achievement of learning outcomes in all programs, certificates, and majors. This evidence will be documented in Program Review information.
2. The Campus Curriculum Committee will review all programs, certificates, and majors for evidence of a process to determine student achievement of learning outcomes.

***c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.***

### Description

The identification of quality of instruction, including appropriate breadth, depth, and rigor begins at the division level. Each division has a curriculum approval process in place. The curriculum model calls for a division to have a division curriculum committee. The size and the level of activity of these committees vary between divisions; however, they are all composed of faculty from the division. Faculty experts in the discipline provide information about breadth, depth and rigor.

The Campus Curriculum Committee, as a part of the approval process of courses, certificates, and majors, reviews depth, rigor and sequencing of courses. However, no specific guidelines or set

policy is in place to guide this review. The Campus Curriculum Committee must rely on the author of the course outline, certificate, or major under review. COS has not had a campus-wide dialogue on these issues, although the Campus Curriculum Committee and the Articulation Officer have expressed concerns about the lack of specific policy.

A campus-wide dialogue on sequencing of courses, time to completion, and synthesis of learning has not occurred. A set policy about these issues would be very helpful to administrators and faculty during the first few weeks of each semester, when decisions about course cancellations must be made. Time to completion is totally dependent on scheduling and filling of classes.

Synthesis of learning is not evaluated systematically across the campus. Vocational programs are forced to address synthesis of learning due to the impact of outside accrediting agencies, such as the Board of Registered Nursing. This is the exception rather than the rule.

#### Evaluation:

The College partially meets this standard. The division and Campus Curriculum Committees attempt to evaluate breadth, depth, rigor, and sequencing. The primary source of input is from appropriate faculty and this reliance on faculty assumes that faculty are current and up to date in the area being addressed

#### Planning Agenda

1. The Campus Curriculum Committee will develop written guidelines to address breadth, depth, rigor, and sequencing of courses that will be disseminated to course authors.

***d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.***

#### Description

COS offers a variety of teaching methodologies, such as traditional on-campus lecture/discussion courses, laboratory application courses, and distance education courses. Within the context of these delivery modes, different strategies are employed including learning communities, small group instructional feedback, small group study, and classroom assessment of learning styles, to name a few. In some cases, the choice of teaching methodology and delivery mode depends on faculty teaching style and preference, rather than on students' learning styles. In other cases, instructors use a variety of instructional techniques and classroom delivery methods based on student needs. The Campus Curriculum Committee reviews methods of assessment in proposed course outlines.

The College offers a number of different types of distance education courses. These include video taped classes, hybrid courses that employ on-line and face-to-face meetings, real-time distributed

learning, and purely on-line courses. These distance courses are offered by relatively few divisions. The Campus Curriculum Committee requires the submittal of a separate distance education plan for any course that will be offered in a distance education mode. The Campus Curriculum Committee reviews and approves these plans prior to the offering of a distance education course. There is a recent initiative to increase the number of offerings in distance education.

The Campus Curriculum Committee has developed definitions of lecture, laboratory, and activity styles of course delivery. The Committee has not been successful in consistently applying these definitions in all divisions.

Since the reduction of Flex hours to one day per semester, the COS faculty have had fewer opportunities to explore new teaching methodologies or to attend on-campus classes about assessing student learning styles. Faculty still have the option of attending off-campus conferences through the Faculty Conference program. In addition, various campus groups and committees offer "Brown Bag" sessions to explore a variety of topics related to the teaching. The SLO Committee has been particularly active in this area.

### Evaluation

The College substantially meets this standard. A variety of instructional delivery modes are employed across campus. Evaluation of whether these methods are tied to the learning needs of the students occurs in Program and Review and during Faculty Evaluation. In both of these processes, students are surveyed and given the opportunity to provide feedback to the program and the individual instructor.

The requirement of a separate distance education plan in the curriculum approval process ensures that this mode of delivery is reviewed for appropriateness. There is a current effort underway to increase the number of distance education classes offered by the College. This is being pursued, not only to increase the enrollment in the College, but also to acknowledge the different learning styles of students and the difficulties they may experience in trying to physically attend classes on campus.

### Planning Agenda

No planning agenda is recommended at this time.

*e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

### Description

Every academic division undergoes a Program Review once every five years. One of the major components of this review is the evaluation of all courses and programs within the division. All

course outlines are to have been reviewed and brought up to date during the previous five years. Division faculty are provided with information about students persistence, retention, and success and must respond to significant issues. Programs are evaluated for currency, relevancy, and success in meeting students' needs. The final component of the Program Review process leads to identification goals and plans for the next five years regarding curricular issues.

The Campus Curriculum Committee is charged with reviewing majors and certificates. Division faculty evaluate courses in the major, receive feedback from Advisory Committees, dialogue with faculty in four-year universities, and review students' retention and success in the majors during Program Review. This in-depth review results in majors that are current and meet the needs of students.

Student learning outcomes are being developed within each division. The emphasis thus far has been on SLOs at the course outline level. The campus community has participated in many workshops and has had many lively conversations about SLOs at the course level.

### Evaluation

The College partially meets this standard. The processes exist to ensure that courses and programs are evaluated systematically. However, the COS curriculum librarian has stated that there are currently approximately 300 course outlines, or roughly 30% of the entire curriculum, which are older than five years. There is only one division at COS in which all course outlines are current.

The following two tables present data from the Accreditation Survey. It can be seen that, in general, the COS community agrees in the importance of evaluating COS majors and certificates for relevance and effectiveness. Unfortunately only a little more than half of the campus community agrees that this process occurs. Significant percentages of faculty, administrators, Campus Curriculum Committee members and Students indicated **Do Not Know** when asked if majors and certificates are reviewed routinely. It is possible that some of these individuals are aware what occurs with majors, but not certificates, or vice versa.

<b>Statement: Majors are reviewed routinely for relevance and effectiveness.</b>				
Level of Importance	Faculty (FT& PT)	Administrators	Curriculum Cmt.	Students
Great/Moderate Importance	90.9	92.3	100	70.3
Little/No Importance	3.9			6.6
Do Not Know	5.2	7.7		23.1
Level of Agreement	Faculty (FT& PT)	Administrators	Curriculum Cmt.	Students
Strongly Agree/Agree	59.2	53.8	68.8	60.2
Disagree/Strongly Disagree	15.4	15.4	6.2	9.6
Do Not Know	25.4	36.8	25.0	30.2



<b>Statement: Certificates are reviewed routinely for relevance and effectiveness.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt	Students
Great/Moderate Importance	88.3	92.3	88.2	70.3
Little/No Importance	2.6			6.6
Do Not Know	9.1	7.7	11.8	23.1
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt	Students
Strongly Agree/Agree	51.5	53.8	56.3	60.2
Disagree/Strongly Disagree	11.7	15.4		9.6
Do Not Know	36.8	30.8	43.2	30.2

The Campus Curriculum Committee does not have a formal mechanism for review of majors and programs. Although the five-year course outline updates must be approved by the Campus Curriculum Committee, there is not parallel process for review of majors, certificates, and programs.

### Planning Agenda

1. The Campus Curriculum Committee will develop a timeline and a process to review majors and programs for relevance and effectiveness.
2. The Campus Curriculum Committee will enforce the five-year review policy, through the Program Review process.

*f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

### Description

The College is in the process of developing student learning outcomes in all courses, certificates, programs and degrees. All vocational divisions, because of mandates from industry or legislation, have made more progress toward the development of student learning outcomes. All vocational divisions work closely with advisory boards to share information and to ensure that identified SLOs meet industry standards.

The academic divisions are in the process of developing student learning outcomes through dialogue within departments. For example, the Language Arts Division has utilized identified SLOs and scoring rubrics in English 251 for a number of years.

### Evaluation

The College partially meets this standard. The review and revision of SLOs does occur in vocational divisions in courses, certificates and programs. It is too soon in the SLO development process for the Institution as a whole to review and improve SLOs. COS has not yet adopted a formal plan to review and evaluate the SLOs once developed in courses, certificates, programs and degrees.

### Planning Agenda

1. See planning agenda 1 in standard II.A.1.a.
2. See planning agenda 1 in standard II.A.1.c.
3. See planning agenda 1 in standard II.A.2.a.
4. See planning agendas 1 and 2 in standard II.A.2.b.
5. See planning agenda 1 in standard II.A.2.e.

***g. If an institution uses departmental courses and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.***

### Description

The Automotive Technology Department uses a certification program that is nationally recognized: NATEF (National Automotive Technician Education Foundation). This entity uses all resources (manufacturers, private industry, education, and government) to establish guidelines for automotive education criteria. The classroom knowledge and laboratory task lists are obtained by textbook writers so that each textbook follows the NATEF guidelines. NATEF has recently established an End of Program Test that is available to students on-line. This test can be used to measure achievement of SLOs and also measures the quality of material covered by the instructor.

The ASE (Automotive Service Excellence) is a testing facility that uses the same resources as NATEF to establish a series of tests for our core automotive courses. The ASE tests are voluntary in the field but most automotive shop employers want technicians with some testing credentials prior to a job assignment. These tests are constantly updated as technology changes and advances.

The Welding Department uses standardized tests for end-of-course certification. These tests are developed by the American Welding Society and are used nationally to assess the minimum qualification of students completing a welding course.

### Evaluation

The Institution meets this standard. Although the College uses a limited number of end-of course or program examinations, the ones in place are developed by nationally recognized agencies who

maintain standards specific to each discipline. The tests are used nation-wide and effectively test specific areas of knowledge and skill.

### Planning Agenda

No planning agenda is recommended at this time.

***h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.***

### Description

Many divisions are actively engaged in the development of SLOs, but have not yet progressed to the level of completion to be able to use SLOs achievement as a criterion for award of credit for a course.

Units of credit are awarded by the number of lecture, laboratory, or activity hours per semester the student accomplishes. The Carnegie unit has been the minimum standard for determining academic credit for all courses, and this is consistent with accepted norms in higher education.

Vigorous dialogue occurred within the College, particularly in the Campus Curriculum Committee, to define exactly what constitutes a lecture, laboratory, or activity course. The impetus for this discussion was the recognition that current courses blend student learning methods and the distinction between lecture, laboratory, and activity courses has blurred. The application of these definitions has not been consistently applied throughout the College. The prevailing bias is that if a course occurs in a classroom it must be a lecture course and if the course occurs in a laboratory it must be a laboratory course. For example, many computer classes are awarded pure lecture units, even though students spend class time working at computers, practicing and applying lecture concepts. These difficulties are compounded by the issue of compensation. Laboratory and activity hours are compensated at a lower rate and faculty who teach these courses must teach more hours to achieve a full teaching load. In some cases course hours have been shifted to activity to allow adjunct instructors, who can only teach up to .6 of a full-time load, to teach more hours and more classes.

### Evaluation

The College partially meets this standard. COS awards credit consistent with College policies and is working to make certain that SLOs are the foundation for defining success.

The Accreditation Survey indicates that while faculty, administrators, and Campus Curriculum Committee members all believe that it is important to ensure consistency in units awarded, there is a significant perception that this does not occur. Of particular interest is the finding that the

Campus Curriculum Committee members are evenly split on whether units are consistently awarded. The Campus Curriculum Committee is the body where units awarded is most likely to be discussed. Perhaps the Committee's greater awareness of the lecture/lab unit debate has prompted the negative responses.

<b>Statement: The curriculum process ensures that there is consistency in units awarded.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	90.8	91.7	94.1
Little/No Importance	3.9	8.3	5.9
Do Not Know	5.3		
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	63.0	75.0	50.0
Disagree/Strongly Disagree	26.0	16.7	50.0
Do Not Know	11.0	8.3	

### Planning Agenda

1. The Campus Curriculum Committee will develop criteria that will provide consistency in awarding unit values to lecture, laboratory, and activity courses.

*i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

### Description

COS has not yet developed SLOs throughout its majors and certificates. Vocational divisions have achieved this to some degree. For example, the RN major has eight student learning outcomes, by which student achievement is measured.

### Evaluation

The Institution partially meets this standard. Many of the vocational divisions have SLOs that are used to award degrees and certificates. Those divisions who do not have fully developed SLOs are working toward that goal. These divisions are engaged in dialogue about SLOs as a basis of awarding degrees and certificates.

### Planning Agenda

1. See planning agenda 1 in standard II.A.1.a.
2. See planning agenda 1 in standard II.A.2.a.
3. See planning agenda 1 in standard II A.2.b.
4. See planning agenda 2 in standard II A.2.b.

***3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The Institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.***

#### Description

The College's philosophy of general education for the Associate Degree, appearing in the 2005-07 *College of the Sequoias General Catalog* is as follows:

General education breadth requirements emphasize democratic concepts based on the value and dignity of each individual, thus helping students prepare to undertake the responsibilities of citizenship and to participate knowledgeably in the varied experiences of life.

We also believe that the general education breadth requirements are of vital importance in the personal, social, and vocational/professional life of each student. (2005-2007 *General Catalog*, page 56)

Requirements for graduation with an AA or AS degree include completion of eighteen units of general education. At least three units are chosen from each general education area: Written Communication; Oral Communication and Analytical Thinking; Natural Science; Humanities; Social/Behavioral Science; and Exploration.

The process for developing general education courses at College of the Sequoias includes proposal of courses within divisions, review of those courses by division curriculum committees, then submission of the proposed courses to the Campus Curriculum Committee for further review and discussion by representatives from all divisions before forwarding for approval and implementation. The Campus Curriculum Committee now requires that all new and revised courses include SLOs.

The Campus Curriculum Committee follows general guidelines in Title 5 for placement of courses in the general education pattern. Although specific criteria do not exist, vigorous discussion among Campus Curriculum Committee members and review of general education patterns at four-year Institutions assists the Campus Curriculum Committee in placing courses.

#### Evaluation

COS meets this standard. The Campus Curriculum Committee, composed chiefly of faculty, determines course placement in the general education pattern. However, about 20% of the Campus Curriculum Committee and general faculty either disagree or do not know whether this occurs.

<b>Statement: The curriculum process ensures that courses are appropriately placed in G.E. areas.</b>			
Level of importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	89.5	100	100
Little/No Importance	2.6		
Do Not Know	7.9		
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	78.1	63.6	81.3
Disagree/Strongly Disagree	8.2	18.2	6.3
Do Not Know	13.7	18.2	12.5

### Planning Agenda

No planning agenda is recommended at this time.

*a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

### Description

The general education requirements for all degrees include at least one course each in humanities and fine arts, natural science, and social/behavioral science. The review process for the courses placed in these general education areas ensures that they meet the criteria for providing the appropriate levels of student knowledge and understanding. (See section II.A.3)

### Evaluation:

The College meets this standard. The curriculum review process outlined in this report is in place to ensure this occurs. The Accreditation Survey indicates that the majority of faculty and administrators believe this is an important achievement. While over half of campus administrators and faculty agree or strongly agree that identification of content for GE areas occurs, almost 25% said they **Do Not Know**.

<b>Statement: Content knowledge is identified for each G. E. area.</b>			
Level of importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	78.9	91.7	76.5
Little/No Importance	9.2	8.3	11.7
Do Not Know	11.8		11.8
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	61.8	54.5	62.5
Disagree/Strongly Disagree	17.6	18.2	12.5
Do Not Know	20.6	27.3	25.0

## Planning Agenda

No planning agenda is recommended at this time.

***b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.***

### Description:

Requirements for graduation with an AA or AS degree include competency in writing, reading and computation, as established by the following:

Writing: ENGL 1, 251 BUS 184 at COS or an equivalent course at an accredited College, with a grade of “C” or better; OR a CLEP Examination with a score of 500 or higher on the written test and 50 or higher on the computerized test. Writing courses include information competency and computer literacy, as well as the ability to conduct research and acquire knowledge through a variety of means. In Fall 2005, ENGL 1 was expanded to a 4 unit course to include more time for information competency and research. The revised course will be implemented in Fall 2006.

Reading: A score of 25 or higher on the APS Paper and Pencil Reading Placement Test; a score of 85 or higher on the CPT Computerized Reading Placement Test; ENGL 1, 265AB at COS or an equivalent course at an accredited College with a grade of “C” or better; or a CLEP English Composition or English Composition and Essay Examination with a score of 500 or higher on the written test and 50 or higher on the computerized test.

Mathematics: High school algebra 1 and geometry (one each) with a grade of “C” or better, or a more advanced math course with a grade of “C” or better. OR MATH 240 or 235, with a more advanced math course at COS, or an equivalent course at an accredited College with a grade of “C” or better. OR passing the Math competency exam with a successful score (at least 70%). Or passing the CLEP College Mathematics Examination with a score of 500 or higher on the written test and 50 or higher on the computerized test.

Scientific reasoning is included in the Natural Science area general education courses. To be included in this area, these courses must have as a learning objective the scientific method. These courses assist the student in questioning simple solutions of complex problems and, if appropriate, seeking alternatives. Courses in this category are offered by the following divisions: Science, Agriculture and Consumer Family Studies.

Information Competency was adopted by the Curriculum Committee and the Academic Senate in 2003. Implementation was delayed because of the lack of sufficient numbers of courses that would fulfill this requirement. In the interim, the Community College Board of Governors voted down the inclusion of information competency as a graduation requirement for the entire system. As a

consequence, there has been little impetus to follow through with this as a graduation requirement. However, many classes exist that provide students with instruction in information competency. These include courses in Language Arts, Library, and Science.

Critical Analysis/Logical Thinking: Courses fulfilling this requirement assist students to learn to make rational decisions based on the utilization of problem-solving techniques. Courses meeting this graduation requirement exist in Business, Administration of Justice, English, and Philosophy.

Evaluation:

The College meets this standard. The College's general education philosophy and requirements are clearly delineated in the COS *General Catalog* and courses to meet these requirements are offered by a majority of the College's divisions.

Planning Agenda

No planning agenda is recommended at this time.

*c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Description:

Student learning outcomes in ethics, citizenship and diversity have been developed in courses across campus. These qualities are also developed through student activities and clubs.

Some courses have at their core the development of these qualities in the students. Examples would include Speech 9, Intercultural Communication and Philosophy 5, Ethics. Other courses, such as Government 5 and Ethnic Studies 1 - 5, include aspects of these values as part of the course learning objectives and assignments. Examples of assignments include writing assignments in English courses that deal with topics related to cultural diversity, discussions in Business classes about computer software piracy, and study of music from different cultures and religions in choral Music classes.

Evaluation:

The College meets this standard. Results from the Accreditation Survey indicate that the majority of faculty, administrators, classified employees, and students, as well as all Trustees, believe that the College meets this standard.



<b>Statement: The College environment promotes intellectual, aesthetic and personal development of students.</b>					
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Students	Trustees
Great/Moderate Importance	94.7	93.3	98.0	81.1	100
Little/No Importance	5.3	7.7		11.8	
Do Not Know			2.0	7.1	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Students	Trustees
Strongly Agree/Agree	73.6	84.6	73.6	76.0	100
Disagree/Strongly Disagree	26.4	15.4	20.7	15.6	
Do Not Know			5.7	8.4	

### Planning Agenda

No planning agenda is recommended at this time.

#### ***4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.***

### Description:

A review of the College of the Sequoias majors, found in the *General Catalog*, demonstrates that all degree programs have an area of focused study. The College has identified 137 Major (degree) and Certificate programs. Each major and certificate is described in the COS *General Catalog* including a description of the major, potential for employment, and required and support courses.

### Evaluation

The College of the Sequoias meets this standard. The vocational and transfer majors present COS students with a wide variety of choices of study and/or careers. The major sheets give the students comprehensive information about required study for each major.

### Planning Agenda

No planning agenda is recommended at this time.

#### ***5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.***

### Description

The vocational divisions rely on Advisory Committees to provide information concerning employer needs and employment standards. Those vocational divisions with certificates mandated by law or governed by a regulatory agency successfully assist students to meet the required competencies. An example of this is the Division of Nursing and Allied Health. The Registered Nursing program Spring 2005 graduates achieved an 87% pass rate on the NCLEX RN licensure examination. The division's Phlebotomy Technician program's Spring 2005 completers achieved 100% pass rate on the industry's certificate.

Faculty in vocational areas work with area employers and with instructors from transfer Institutions to ensure that their curriculum is up to date and meets the needs of employers. For example, the faculty in the Division of Agriculture attends a three-day workshop at Cal Poly, San Luis Obispo, annually. At this workshop agricultural faculty from community colleges around the State meet to discuss curriculum, latest advances in technology, and teaching strategies. The dialogue and information exchange provide the faculty with effective knowledge concerning the content and skills their students will need to meet certification, occupation, and degree requirements.

### Evaluation

COS meets this standard. The vocational programs have active Advisory Committees that provide invaluable information about work requirements, desirable characteristics of employees, and the knowledge and skills necessary to do the job. The vocational divisions actively maintain currency in certificate, occupation and transfer curriculum.

### Planning Agenda

No planning agenda is recommended at this time.

***6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the Institutions officially approved course outline.***

### Description:

The COS *General Catalog* contains information on degrees and certificates awarded by the College. Each degree or certificate description includes lists of required courses, lists of optional courses, and a description of job and or transfer options to students who achieve the degree or certificate. During the process of updating the *COS General Catalog*, departments that offer degrees and/or

certificates are directed to review the appropriate pages for accuracy. In addition, the information is checked against the current list of approved majors and certificates. While general student learning outcomes are included in some descriptions, at present, there is no formal requirement that student learning outcomes be included in course descriptions. In addition to the *COS General Catalog*, Major and Certificate Sheets are available to students and the public in labeled racks located outside of the Counseling Department office.

Every instructor is required to give each student a course syllabus during the first few days of the term. In addition, each instructor is required to submit two copies of their syllabi to the Division Chair.

The content of the syllabi vary from instructor to instructor. Some syllabi are extremely detailed and have extensive information about course student learning outcomes. Others include only basic information on the course. According the *COS Faculty Handbook* “the course syllabus must contain the course policies, procedures and course expectations. If a student concern arises, the syllabus should be complete enough to provide protection for the student and the faculty member. As such, the course syllabus should be specific and thorough. At a minimum it should include the following:

- Course Title
- Instructor name, office location and hours, telephone or message number, email address, and/or other means of how to contact the instructor.
- Textbook information
- Course objectives
- Outline of content to be covered in the course
- Grading standards
- Examination information
- Attendance requirements
- Final withdrawal date
- Statement conveying the students’ responsibility for dropping the class if desired
- Statement conveying College of the Sequoias cheating/plagiarism policy per the student code of conduct.

Note: if your class contains sensitive/mature subject matter, include a statement of clarification.”

COS recognizes the importance of consistency between sections of the same course. Program Review includes a survey of program students which assesses their perspective on these matters (syllabus, course objectives, etc.). The program is then required to respond to any identified problems.

### Evaluation:

The College partially meets this standard. Every effort is made to ensure that accurate information is presented to students in all official publications. In addition, students in all courses receive a syllabus, copies of which are kept on file. As has been described before, the College’s dialogue

about student learning outcomes is in the early, albeit, vigorous stage. Many faculty include SLOs in course syllabi and the latest course outline template includes a request for SLOs

Even though COS has a clearly stated guide for creating course syllabi, there is little consistency across/within divisions on campus. The Accreditation Survey indicated that, although the majority of faculty, administrators, and Campus Curriculum Committee members agree that it is important for all faculty to adhere to course learning objectives, a significant percentage do not agree that this occurs (Faculty & Curriculum Committee members) or **Do Not Know** (Administrators).

<b>Statement: Methods exist to verify that individual sections adhere to course learning objectives.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Great/Moderate Importance	89.5	81.8	86.7
Little/No Importance	3.9	18.2	6.7
Do Not Know	6.6		6.7
Level of Agreement	Faculty (FT & PT)	Administrators	Curriculum Cmt.
Strongly Agree/Agree	38.4	27.3	29.4
Disagree/Strongly Disagree	46.5	27.2	53.0
Do Not Know	15.1	45.5	17.6

### Planning Agenda

1. The Academic Senate will work with the Campus Curriculum Committee and the SLO Committee to develop a method(s) to ensure that official student learning outcomes identified in the official Course Outline are communicated to students in a consistent manner in the course syllabus.

**a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### Description:

The College does not have written policies for the transfer of coursework into the College. Courses are evaluated to ensure compatibility with the Institution's courses by the Transcript Evaluator. The Institution does not have written policies for the evaluation of learning outcomes of courses from Institutions which students previously attended.

The COS *General Catalog* provides information for students who wish to transfer to a California State University or University of California. In addition, the Transfer Center offers services to help students prepare for transfer to a four-year Institution. Examples of services include: regularly scheduled visits by representatives from four-year Colleges and universities; workshops; assistance with completing applications; and college catalogs and a reference library.

The Articulation Officer develops, maintains, and disseminates general education/breadth, major preparation, course-to-course and system-wide articulation agreements with the CSU, US and California independent Colleges and universities. The Institution currently maintains extensive lower division articulation agreements with 14 CSUs, 7 UCs, and 3 independent universities and partial agreements with 4 additional CSUs, 3 additional UCs, and 3 additional independent universities.

COS maintains comprehensive transfer advising sheets for all majors with our two main transfer Institutions: CSU, Fresno and Cal Poly, San Luis Obispo. The College maintains and annually updates the CSU General Education Certification pattern and the IGETC Pattern. The College's articulation, counseling, and advising staff use Web ASSIST (the official statewide computerized articulation repository for public Institutions) and web-based College Source Online (a national College and university catalog database) to facilitate smooth transfer of students to four-year Institutions. Articulation with independent Colleges and universities is not centralized like that of the public Institutions with ASSIST but the information is accessible on their individual websites.

Transfer information, including general education patterns and comprehensive transfer advising sheets for COS's two main transfer institutions, are available for students in the counseling center. Students are also encouraged to use ASSIST and other web-based information on their own to gather accurate and current information necessary to plan for a smooth transfer to a four-year institution.

### Evaluation

The College partially meets this standard. Although transfer and articulation agreements have been developed with those institutions to which our students most frequently transfer, COS has no formal written policies or information available publicly to those students who wish to transfer into College of the Sequoias. Likewise, there is no method to certify that courses transferred into COS have comparable learning outcomes.

### Planning Agenda

1. The Office of Academic Services in concert with the Articulation Officer will develop a written policy for those students who wish to transfer to College of the Sequoias.
2. Written policies for transfer to College of the Sequoias will be placed in the COS *General Catalog* and on the website.

**b. When programs are eliminated or program requirements are significantly changed, the Institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.<sup>3</sup>**

Description:

The Campus Curriculum Committee is charged with overseeing any changes to degrees and certificates. The COS *General Catalog* and *Schedule of Courses*, which are reviewed by each division, department and/or service, attempts to communicate changes along with timelines. The Counseling Department is made aware of the changes and assists the students in modifying their schedules. The responsibility for scheduling classes so students can complete within a timely manner relies upon each individual division and appropriate Dean. The College allows some low enrolled courses to be offered, rather than be cancelled, in order to assist students complete course sequences in a timely manner. Courses that are offered once a year, courses that are third or fourth in a sequence of courses and courses that are required by specific majors all qualify for this minimum enrollment exemption.

An example of this process is illustrated with changes that occurred in the curriculum of the Registered Nursing degree. In response to their accrediting body, the Nursing Division was directed to reduce the number of units within their program. This provided an opportunity to examine all levels of the program and resulted in substantial changes, not only in units, but in content and sequencing as well. In order to limit disruption to students, the new curriculum was phased in over two years and temporary curriculum was developed to fill the gaps for those students who were already progressing through the program.

Evaluation:

The College meets this Standard. The existing processes seem to work well for most students and programs.

Planning Agenda

No planning agenda is recommended at this time.

**c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Description:

The COS *General Catalog* has been published annually. Beginning in 2005, it will be published bi-annually. Extensive review of the catalog and its contents occurs at many different levels. The responsibility for the production of the catalog resides in the Academic Services office.

Course outlines are maintained by the division in which the courses reside. As part of each division's Program Review process, courses are reviewed, updated, revised, and/or deleted every five years. Curricular modifications are implemented only after the appropriate approvals by the Campus Curriculum Committee, Academic Senate and Board of Trustees. The Articulation Officer checks the pre-requisite language for accuracy because Banner has produced errors in this area.

Division Chairs, Academic Deans, Vice President of Academic Services and Vice President of Student Services receive the catalog pages appropriate to their areas. They are given several months to review these pages for accuracy and completeness.

The Vocational Dean is charged with keeping the certificate and major sheets up to date. These are forwarded to the Academic Services office for inclusion in the *General Catalog*. The certificates and majors provided by the Dean are checked against those on file as being approved by the Campus Curriculum Committee and those listed at the Chancellor's Office before being incorporated into the COS *General Catalog*.

After all modifications to the *General Catalog* are made, a draft is sent to the appropriate areas for approval and/or further revisions. The *General Catalog* is then reviewed by the VP of Academic Services. A camera ready copy of the catalog is forwarded to a printer. An electronic version of the printed catalog (PDF) is forwarded to the College webmaster who puts it on the COS website. The DRC also makes alternative formats available in accordance with Section 504 of the Rehabilitation Act and ADA requirements. When the catalog is returned from the printer, it is then forwarded to the Board of Trustees for approval.

The College's Institutional Planning Committee reviews the planning policies and procedures and assures their integrity regarding the College's Mission. The Academic Services area assures integrity regarding programs and publications. The Student Services area assures the integrity of services provided to students.

Evaluation:

The College meets this standard. The procedure of review for publications is extensive and has worked well over the years. The decision to move to bi-annual publication demonstrates that the College reviews its policies and procedures.

### Planning Agenda

No planning agenda is recommended at this time.

**7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### Description:

Board Policy 5002, Academic Freedom Policy, was adopted in 2000 and is available for review on the College of the Sequoias website. This board policy outlines academic freedom for faculty at College of the Sequoias and was based upon the Association of American University Professors 1940 Statement of Principles of Academic Freedom.

The Academic Senate has adopted a Statement of Professional Ethics which is published in the *COS General Catalog* and in the web-based *Faculty Handbook*. The *Faculty Handbook* also outlines faculty responsibilities.

Board Policy 7040, Student Code of Conduct, was adopted in 1969, revised in 1981, and can be viewed on the College of the Sequoias website. This document describes unacceptable student behavior, consequences of unacceptable behavior, and those who may impose the penalties described in the document.

Board Policy 7041, the Student Athlete Code of Conduct, was adopted in 2002 and outlines specific rights and responsibilities of COS' student athletes, including academic honesty. This document can be found in the Physical Education Division and in the *Faculty Handbook*.

The Student Bill of Rights identifies the rights of the student on the College of the Sequoias campus and includes the corresponding responsibilities of students on the COS campus.

### Evaluation

The College meets this standard in that it has the appropriate Board Policies outlined in the standard. All Board Policies are available on the College's website and are widely disseminated throughout the campus and in publications. These policies adequately set appropriate standards and meet the needs of all campus constituencies.

### Planning Agenda

No planning agenda is recommended at this time.



**a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Description:

Board Policy 5002, Academic Freedom Policy, describes the College's beliefs about academic freedom. This policy states that when faculty speak as private citizens, they should remember that the public might judge their profession and their Institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for others, and should make every effort to indicate that they are not speaking for the Institution.

As a part of the faculty evaluation process, student surveys are administered by the Academic Services Office to all courses of faculty going through evaluations. This survey instrument includes a statement regarding this standard. Students are asked to rate the faculty on this point. Faculty are then expected to address any problems in this area when writing their evaluation.

Evaluation:

The College meets this standard in that it has the appropriate Board Policies outlined in the standard. The current policy on academic freedom does not include sections on academic responsibilities. However, these are listed in the *Statement of Professional Ethics* and the *Faculty Handbook*.

Planning Agenda

No planning agenda is recommended at this time.

**b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

Description

The Board Policy on Student Code of Conduct (7040) includes a section on academic honesty and the potential consequences for violating that policy. This policy is available on the College's website. In addition, it is included in the *COS General Catalog*, the *Schedule of Courses* and in the on-line orientation that all students are required to view.

Individual faculty may also include descriptions of academic honesty and consequences for violating that in their specific courses within their syllabi. With the advent of on-line resources, plagiarism has become an issue in many courses.

Evaluation:

COS meets this standard in that the expectations of student academic honesty and consequences for dishonesty are published in a variety of places and easily accessible to the College community.

Planning Agenda

No planning agenda is recommended at this time.

**c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Description:

This standard does not apply to College of the Sequoias

**8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.<sup>2</sup>**

This standard does not apply to College of the Sequoias

## Documentation

1. 2005-07 COS General Catalog
2. Student Equity Plan
3. Program Review Reports
4. Educational Master Plan
5. Research & Grants Newsletters
6. Student Learning Outcomes Committee Minutes
7. Matriculation Plan
8. Accreditation Survey Results
9. Board of Trustees Policy Manual
10. Student Code of Conduct
11. Athletic Code of Conduct
12. Program Review Guidelines
13. Curriculum Approval Process
14. Articulation Agreement Examples
15. Faculty Handbook
16. Student Bill of Rights
17. COS Schedule of Courses

## Standard II: Student Learning Programs and Services

### B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

*1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

#### Description

By providing a range of educational opportunities to our diverse population, the College prepares “students for productive work, lifelong learning and community involvement” (COS *Mission Statement*). The *Student Services Mission Statement* states: “Students are our business: The Student Services Division provides a range of services to support students’ educational, occupational, cultural, social and lifelong learning potential and goals; and by addressing their physical and mental health needs, healthy behaviors and lifestyles are promoted which support the teaching-learning environment and serve the student in life.” It is based on the ideals expressed in these Mission statements that Student Services strives to provide quality support services to meet the needs of our diverse student population.

The College offers classes at the main campus in Visalia, a satellite campus in Hanford, at the COS Farm and on many high school campuses within the District. Many specialized student services are available at all locations where courses are offered, e.g., Disability Resource Center services, while other services lend themselves only to particular locations. An example of the latter is tutorial services, which are available at the main campus, the Hanford Center and the COS Farm. Accommodation of student needs can be initiated by the student, instructor or program staff regardless of the course’s location.

Although the College had utilized telephone registration since spring semester 1999, Banner, a commercially available software program, offered the opportunity to add Web registration as an option for our students. As a complement to the on-line admission application, Web registration and other on-line Banner features, a Computer Online Services lab was created in room 156 of the Student Services’ building. The room contains 24 Internet accessible computers and six telephones, and is staffed from 8:00 a.m. to 4:30 p.m. by a half-time classified employee and trained student employees who are supported and supervised by regular Admissions and

Registration staff. Students may use this lab to apply for admission, register for and add or drop classes, file their Free Application for Federal Student Aid (FAFSA), view the on-line listing of course offerings, review scholarship information and view and print their class schedule, billing statement or recent grade report.

COS offers many specialized services for students, including services for the disabled and the educationally or economically disadvantaged, which are available at any site the student attends class. The Disability Resource Center (DRC) provides a wide range of individualized services for students with disabilities, including specialized courses, support services, specialized equipment and a range of counseling services. Of particular note are the Adapted Physical Education courses for the physically disabled, the Learning Skills courses for students with Learning Disabilities and the High Tech Center which provides training in the use of adapted computer hardware and software. In addition, the DRC has an alternate media specialist who creates text and course materials in an alternate format to accommodate students' needs, e.g., Braille, audio tape.

Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resource for Education (CARE) provide an array of support services to meet the needs of educationally and socio-economically disadvantaged students, including specialized counseling, tutorial services, assistance with child care expenses, referral services and numerous other social support services.

The CalWORKs program complements other student services by providing paid work study, paid child care, counseling and advocacy specifically for CalWORKs and TANF recipients. CalWORKs services support student learning by minimizing barriers to education and employment, thereby enhancing student success and self-sufficiency.

The Transfer/Career Center offers bibliographical career information, career and occupational assessments, career-related workshops and individual career counseling. The Puente Project is another special program whose mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees and return to their communities as leaders and mentors for succeeding generations.

Student Services also offers many programs that serve the general student body. Included are the Student Health Center, Academic Counseling and Financial Aid. The Student Health Center offers a range of direct services, referrals to community agencies and resources, psychological counseling, nursing assessments and over the counter medications. The Academic Counseling office provides academic counseling, interpretation of assessment scores, development of Student Educational Plans, and offers career guidance services.. The Academic Counseling faculty also enhance and support student learning by offering Human Development courses which address personal/social issues. The Financial Aid program coordinates State and Federal financial aid, including PELL grants, Cal Grants, Board of Governor grants and Stafford loans.

The quality of these student support services is evaluated in a number of ways. All student services programs undergo Program Review. Program Review requires each area to address the Mission of the College. Additional evaluations are accomplished through surveys of graduating students;

Chancellor's Office initiated evaluations, and ongoing Student Services management and program meetings.

### Evaluation

The College substantially meets this standard. The College offers comprehensive services at the main campus and at other sites in the District. The quality of these programs is evaluated in a number of different ways. The Accreditation Survey (N = 2063) reveals that 76.7 % of students agree that it is of great or moderate importance that services are available at all locations where classes are offered, and that 63.1% agree that the College is successful in achieving this. A survey of full-time and adjunct faculty (N = 80) shows that 85.5% feel it is of importance to offer services at all locations where classes are offered, and 50.7% agree that this is accomplished. Although the majority of students (63.1%) felt the College accomplished this element, administrators (33.3%), staff (45.3%) and faculty (50.7%) do not achieve as high a level of agreement that services are available at all locations where classes are offered.

<b>Statement: Services to meet the needs of students are available at all locations where classes are offered.</b>					
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Students	Board
Great/Moderate Importance	85.5	92.3	84.3	76.7	80
Little/No Importance	7.9	7.7	5.9	9.5	
Do Not Know	6.6		9.8	13.8	20
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Students	Board
Strongly Agree/Agree	50.7	33.3	45.3	63.1	40
Disagree/Strongly Disagree	37.7	33.4	35.8	18.6	20
Do Not Know	11.6	33.3	18.9	18.3	40

The Accreditation Survey revealed that 80.3% of students felt it was of importance, when asked if services offered by Student Services' programs support student learning, with a 76.7% indicating this goal has been achieved. Full-time and adjunct faculty indicated an importance rating of 93.5%, while 78.8% agree this has been accomplished. Only 13.6% disagree with this.

<b>Statement: The services offered by Student Services' programs support student learning.</b>					
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Students	Board
Great/Moderate Importance	93.5	100	96	80.3	100
Little/No Importance	2.6		2	6.8	
Do Not Know	3.9		2	12.9	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Students	Board
Strongly Agree/Agree	78.8	76.9	90.6	76.7	100
Disagree/Strongly Disagree	13.6	15.4	5.6	7	
Do Not Know	7.6	7.7	3.8	16.3	

## Planning Agenda

1. No planning agenda is recommended at this time.

*2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

*a. General Information*

- *Official name, addresses, telephone numbers, and web site address of the institution*
- *Educational mission*
- *Course, program, and degree offerings*
- *Academic calendar and program length*
- *Academic freedom statement*
- *Available student financial aid*
- *Available learning resources*
- *Names and degrees of administrators and faculty*
- *Names of governing board members*

*b. Requirements*

- *Admissions*
- *Student fees and other financial obligations*
- *Degrees, certificates, graduation, and transfer*

*c. Major Policies Affecting Students*

- *Academic regulations, including academic honesty*
- *Nondiscrimination*
- *Acceptance of transfer credits*
- *Grievance and complaint procedures*

*d. Locations or publications where other policies may be found*

## Description

The College of the Sequoias General Catalog is the primary printed source for information on programs, policies, and procedures pertaining to students. The General Catalog is reviewed and updated every two years and is available to students for a nominal charge at the campus bookstore, free to all new students seeing an academic counselor for the first time, and upon special request. The General Catalog is also mailed to the District's feeder high schools and is distributed to college administrators, faculty, and staff.

The College of the Sequoias website ([www.cos.edu](http://www.cos.edu)) provides the General Catalog in an electronic format with both a version identical to the current printed version and a "live" version that is continually updated as changes in curriculum occur. An electronic supplement detailing other catalog changes will be available on the website in the years the catalog is not published. The General

*Catalog* is also available on the subscriber website *College Source*. Students needing alternate media to access the catalog may visit the Disability Resource Center or [www.cos.edu/DRC](http://www.cos.edu/DRC) to request a Braille version, access to software (such as JAWS) that has the capability to verbally transmit the publication to the student or other formats, e.g., large print.

The process for reviewing and updating the *COS General Catalog* was described in II.A.6.

The *College of the Sequoias General Catalog* is organized into nine sections, with a table of contents and complete index. Those sections are:

- General Information
- Admissions/Matriculation
- Academics
- Student Rights and Responsibilities
- Student Services
- Divisions
- Graduation and Transfer Requirements
- Course Descriptions
- Faculty and Administrators

The **General Information** section contained in the *General Catalog* includes the College's official name, address (including off-campus locations), telephone numbers and website. Names of administrators and the governing board members are also listed in this section. The College's Mission statement is included, as well as College objectives, responsibilities, philosophy and open access principle. Here the College also sets forth its nondiscrimination policy as it pertains to students and employees of the College. The published academic calendar, which is included in this section, details the college school years and events of importance to students, faculty, and staff. It provides an easy to follow timeline for academic deadlines.

Complete information about the admission and matriculation process is found in the **Admissions/Matriculation** section of the *General Catalog*. The cost of attending College of the Sequoias, including course fees, health, material, non-resident tuition, parking, and Student Center fees is detailed. Payment and refund policies are explained. In addition, information about the Board of Governors Fee Waiver is presented.

Both the **Admissions/Matriculation** and **Academic** sections include information about acceptance of transfer credits from other colleges and universities, credit by examination, independent study, and other non-traditional learning, as well as credit granted to Veterans of the United States Armed Forces. Appeal and Grievance procedures, with regard to matriculation at College of the Sequoias, are detailed in the **Admissions/Matriculation** section, while those dealing with sexual harassment are located in **Student Rights and Responsibilities**.



The **Academics** section provides information to students about grading, course repetition, dropping and withdrawing from classes, as well as probation and dismissal policies. The procedure to regain good standing status is also explained.

Finally, statements acknowledging the importance of academic freedom for both students (the Student Bill of Rights) and faculty (Statement of Professional Ethics) are found in the **Academics** section, with a more extensive policy of academic freedom as it pertains to faculty spelled out in the Faculty Handbook located on the College website.

In the *General Catalog* section titled **Student Rights and Responsibilities**, college regulations pertaining to privacy rights, access to official student records, sexual harassment, and code of student conduct (including academic honesty) are found.

The **Student Services** section provides students with information about the many special services and programs offered at College of the Sequoias, including a Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS), Liberal & Integral Studies Transfer Opportunity (LISTO), Puente Project, Associated Student Body (ASB), clubs, media center, veterans' educational benefits, child care, health care, mental health and academic counseling services, student employment, Transfer/Career Center, Tutorial Center, scholarships, and financial aid, as well as information to assist in the application for that aid. Details about available learning resources, including the new Learning Resource Center, the Tutorial Center and Instructional Media Services, are also found in this section.

The **Divisions** section contains a complete listing of the various divisions within the Academic Services area. The divisions include Agriculture, Business, Consumer Family Studies, Fine Arts, Industry and Technology, Language Arts and Communications, Mathematics and Engineering, Nursing and Allied Health, Physical Education, Science, Social Sciences, and Student Services (Academic Counseling). Included within the description of each division is the name of the current chairperson.

In **Graduation and Transfer**, students will find comprehensive information about graduation from College of the Sequoias and transfer requirements to the University of California and California State Universities.

In **Major and Certificate Requirements** information is located about all degrees and certificates offered at the College, including the length of program and courses required. Information is presented in an alphabetical listing in tables by certificate and major, and cross-listed by division. The programs can also be found alphabetically in the extensive index at the back of the *General Catalog*.

In the **Course Descriptions** section, every discipline the College offers is listed alphabetically by department. Each course in the discipline is listed by course number, unit value, prerequisites and co-requisites, and a description of the course.

And finally, all **Faculty and Administrators** are included in the last section with the title and education level attained.

Details about programs, policies, and procedures are also located elsewhere on the College of the Sequoias campus and website. For example, a copy of the *Board Policy Manual* is located in the office of the Superintendent/President, in the offices of all Vice Presidents and Deans, the Learning Resource Center and on the Web.

There are several other methods utilized by the College to disseminate this information. The *Schedule of Classes* is published each semester and mailed to all residences in the College of the Sequoias Community College District, and is available on-line as well. The *Schedule of Classes* details much of the information that is also in the *General Catalog*.

An on-line orientation provides new students with comprehensive information about the College, including applying for admission, registration, financial aid and many other available services. Information is also disseminated during high school outreach visits, biannual meetings of the directors of high school counseling, individual counseling sessions, financial aid workshops and College Nights.

A *Student Handbook* and a *Faculty Handbook* are also available on-line, as well as policies of the Financial Aid, EOPS (including a Mutual Responsibility Contract), and Disability Resource Center offices (including a DRC Faculty/Staff Handbook). Each of these offices also has hard copies of their policies available, and the DRC provides students with any of them in an alternate format, upon request. A *Student Conduct Standards: Discipline and Grievance Procedure* handbook was adopted by the Board of Trustees. This document combines students' rights and responsibilities, causes of disciplinary action, disciplinary procedures and student and Matriculation grievance information. Standard definitions of academic dishonesty and previously unaddressed issues, e.g., protests, demonstrations, are also discussed.

### Evaluation

The College meets this standard in all areas. Furthermore, of the 2,063 student respondents in the 2005 Accreditation Survey, 85.6% agreed with the statement that the *General Catalog* helps students locate information, policies, and requirements. This is good news, in light of the fact that in the same survey, 88% of the students surveyed indicated they placed great to moderate importance on the catalog providing this information. The findings of the Survey were equally positive when the perceptions of faculty, administrators and the Board of Trustees were assayed. All groups placed a very high level of importance on this and each group also had a high level of agreement that this is accomplished.

<b>Statement: The general catalog helps students locate information, policies and requirements.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Students	Board
Great/Moderate Importance	94.8	92.3	88.0	100
Little/No Importance	2.6	7.7	6.6	
Do Not Know	2.6		5.4	
Level of Agreement	Faculty (FT & PT)	Administrators	Students	Board
Strongly Agree/Agree	90.5	91.7	85.6	80
Disagree/Strongly Disagree	8.2	8.3	8.1	
Do Not Know	1.4		6.3	20

### Planning Agenda

No planning agenda is recommended at this time.

***3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.***

***a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable service to students regardless of service location or delivery method.***

### Description

Access to programs and services is one of the measures by which the College assesses its performance. The commitment of the College to student access is evident in several areas. COS has a philosophy that is “based upon a belief that all individuals are innately valuable and entitled to develop their full potential” and that “a healthy and vigorous society benefits from an informed appreciation of the cultural, racial, and socio-economic variations among its members”. In keeping with this philosophy, COS has a newly revised *Student Equity Plan* in place to ensure that all students, regardless of their background and skill levels, have the opportunity to achieve their educational goals. The *Student Equity Plan* was developed by the Student Equity Committee whose members included five faculty, one student, four administrators and two classified employees. The *Student Equity Plan* states that the college is committed to coordinating and supporting efforts to achieve educational equity among students in various success indicator areas including student access. The *Student Equity Plan's* goals are monitoring access of target groups to COS's educational programs; making access a priority for all groups by devising more ways for students to complete matriculation requirements; and expanding marketing and outreach services.

The Matriculation process is designed to assist students in successfully reaching their educational goals. Matriculation targets all credit community college students for comprehensive services in admissions, assessment, orientation, counseling and advising, and follow-up activities. It promotes

student retention and persistence through a coordinated plan of assessment, feedback, and support services, while maintaining California's long-standing tradition of open access to higher education.

COS is using technology, where appropriate, to facilitate student access to services. The admission application process is on-line using the College's website. Students who do not have access to a computer may apply on-line using the Computer Online Services Lab on campus. The comprehensive orientation video is now accessed on the College's website as well. It acquaints students with COS's academic programs and courses; certificate, degree, and transfer requirements; services; and other activities; as well as other important policies and procedures. It also prepares students for web and telephone registration and provides a virtual tour of the campus. It ends with a brief questionnaire and a "submit" button that clears orientation holds.

Assessment of students is conducted in the Assessment Lab on the main campus. Assessments available include English and mathematics placement tests, mathematics and reading competency testing, English as a Second Language test and Ability to Benefit test (financial aid eligibility for non-high school graduates). Students are able to receive their results immediately after testing. Placement tests are also administered in hard-copy formats at the COS Hanford Center and District feeder high schools. Follow-up on assessment results also occur during individual counseling sessions, when counselors use results for advising and course placement. This process is designed to determine initial course placement in mathematics and English classes in particular, as well as academic remediation needs. Students do have the option to retake the placement tests.

Access to counseling is offered to new students who have completed an admission application, placement tests, and orientation. Counseling is also available to continuing and returning students by appointment or on a walk-in basis. A counselor is scheduled at the Hanford Center one day a week to serve COS students in Hanford. Implementation of a new scheduling program (Scheduling and Reporting System—SARS Grid) allows students to make appointments more efficiently and with a counselor of their choice. Counselors and designated professional staff meet with students on an individual basis for a range of purposes. All new students who intend to pursue a certificate, associate degree, or transfer programs, as well as all students who receive financial aid and Veterans' benefits, are required to meet with a counselor to obtain a comprehensive Student Education Plan (SEP). Increased summer counseling hours and increased adjunct counselors have been implemented to increase counselor accessibility during peak periods.

The Financial Aid program supports the open access principal and equal opportunity for students. By offering a coordinated program of Federal and State Grants and Scholarships, subsidized loans and work opportunities to students who qualify according to the National Standardized Needs Analysis, the College facilitates attendance for students from low-income families. The number of students seeking financial aid and the amounts expended continue to increase significantly each year (from 7,746 applicants in 2000-01 to 9,971 applicants in 2003-04), and efforts are being made to ensure that all students, current and potential, are aware of financial aid opportunities. To this end, the Financial Aid department conducts group outreach to high schools, employment and training agencies, correctional facilities, foster care organizations, and other community-based organizations. Financial Aid Outreach (FAO) provides financial aid and general COS information

and assistance to students and parents. FAO consists of explaining the financial aid process and walking potential students through the entire Free Application for Federal Student Aid (FAFSA) during classroom presentations and workshops, and periodically dropping off materials, such as the paper FAFSA, *COS General Catalogs*, and brochures. Information is tailored to the age and grade level of the recipients. FAO also receives follow-up calls from students and parents who may have additional questions. One-on-one appointments may be scheduled on the COS campus.

The COS Financial Aid department is currently taking part in the California Community Colleges (CCC) Statewide Financial Aid Media Campaign which is designed to increase access. This campaign is geared toward raising knowledge among graduating high school seniors and young adults about the availability of financial aid and to assure them that there is free one-on-one assistance available at their local community college. The campaign includes Internet banners, sending out the "Icanaffordcollege.com" logo and banner ads to all of the radio and television stations, English and Spanish radio spots, standing bill boards, and more.

The Mission of the Disability Resource Center (DRC) is to help students with disabilities overcome limitations and circumvent barriers to their educational and occupational goals. DRC services are individualized to aid each student's independence, productivity and self-esteem. Support services (Adaptive PE, High Tech Lab, test accommodations, etc.) are provided to enhance students' access to, and success in, all classes and activities offered at COS. The College's Matriculation process provides students with information about the DRC, and each potential DRC student receives a comprehensive intake appointment, including a special orientation regarding services available to enhance their educational success. The DRC also has a counselor whose main priority is disability-related counseling. The DRC offers Learning Disability testing in order to identify students who would qualify for additional support services. Many of the DRC services are available to students at the Hanford Center as well.

Extended Opportunity Programs & Services (EOPS) has the responsibility to recruit and successfully retain college students of educationally and socio-economically disadvantaged backgrounds from throughout Kings and Tulare Counties. Part of the *EOPS Mission Statement* is to improve the delivery of programs and services to disadvantaged students. Cooperative Agencies Resource for Education (CARE) is a unique educational program geared toward welfare recipients who desire job relevant education to break the dependency cycle. CARE is a supplemental component of EOPS. The goal of the CARE program is to provide educational support services, such as assistance with child care expenses, special counseling, and referral services, to increase the retention, persistence, graduation and transfer rates of the welfare-dependent student.

The CalWORKs program provides services that meet the needs of welfare recipients. The goal of this program is to provide a wide range of opportunities that will improve the self-sufficiency skills of low-income students and enhance their potential for long-term employment. Direct student services include: advocacy; vocational counseling; paid work-study; paid childcare; resume assistance; and job placement. The CalWORKs staff works closely with their students to identify needs and frequently request feedback to modify and improve services. Students are encouraged regularly to complete service satisfaction forms upon meeting with CalWORKs staff.

The DRC, EOPS, and Financial Aid offices have specific individuals dedicated to outreach. Within the COS service area, these individuals visit high schools, present current information at community functions (college and career nights, focus group events, etc.), make regular contacts with identified school representatives/counselors, and conduct campus tours. In March 2005, the College filled the vacant School Relations Liaison and Outreach Specialist position. In 2004 the College hired a Public Information Officer who is currently working on a 2006 media plan to reach all communities within the District's service area.

The College offers distance education courses using various formats. Students opting to utilize this mode of education will have access to all on-line student services from any location. However, for all other student services, they will need to physically go to either the Visalia campus or the Hanford Center.

### Evaluation

The College substantially meets this standard.

A Student Services Student Satisfaction Survey was composed and conducted the first two weeks of August 2005. The majority of the students surveyed were college freshmen waiting to see a counselor and students waiting in line to receive their financial aid award. The remainder of the surveys were distributed to selected summer school classes. Of the 1,000 surveys distributed, a total of 495 responses were collected. The majority of the students (83.3%) indicated that they were able to independently register for a class using COS' telephone and/or Web registration process.

<b>Statement: Using COS telephone and/or Web registration process, I was able to independently register for a class.</b>			
Students (Valid Number)	Yes	No	Not Applicable
483	83.4%	6%	10.6%

Similarly large majorities indicated they could add courses (80.2%), drop courses (68.7%), with low numbers indicating that they could not (3.6% and 4% respectively).

The on-line admission application is designed to generate and send an e-mail to all applicants indicating the status of their application. The Student Services Satisfaction Survey indicated that 62.2% of the students surveyed reported receiving an e-mail that indicated their status, while 16.4% indicated that they did not. This is partially a product of the percentage of students who do not have and/or fail to enter a personal e-mail address, and given the relative complexity of accessing ones e-mail via CCCApply, numerous students failed to receive their confirmation of status e-mail. This poses a problem since some students are then unaware of their acceptance, assume non-acceptance, and fail to register, while others are not aware of issues with their application or status, e.g., non-residence.

The Student Services Satisfaction Survey revealed relatively positive responses for the Financial Aid Program. Accessibility to the financial aid process was examined related to process (paper and computerized) and staff availability for assistance. A large majority of students (72.6%) were aware that the College provided both computerized and paper applications, while 62.8% of the students surveyed felt staff availability was convenient. Only 47.5% of the students surveyed received financial aid information at their high school, while 17% indicated No and 35.7% indicated this was Not Applicable. This finding is of concern, considering the increased emphasis on financial and outreach.

<b>Statement: The College makes BOTH a computerized and paper process available to all students who are interested in filling out a FAFSA for financial aid.</b>			
Students (Valid Number)	Yes	No	Not Applicable
486	72.6%	3%	24.7%

<b>Statement: Financial Aid has staff available during time periods that are convenient for me to access information regarding the financial aid application process.</b>			
Students (Valid Number)	Yes	No	Not Applicable
487	62.8%	6%	30.8%

<b>Statement: The College provided financial aid information at my local high school and/or middle school.</b>			
Students (Valid Number)	Yes	No	Not Applicable
488	47.5%	17%	35.7%

In addition, relatively few students (30.7%) indicated that they received information regarding EOPS and CARE Programs during outreach sessions.

<b>Statement: During outreach sessions, I was informed about the EOPS and CARE Programs at COS.</b>			
Students (Valid Number)	Yes	No	Not Applicable
469	30.70%	26%	43.30%

During the CalWORKs Program Review in 2004-05, 100% of the CalWORKs students surveyed indicated high satisfaction with awareness of program services and ease in accessing and understanding CalWORKs intake procedures and printed materials. Furthermore, 96% of the student respondents were satisfied with staff availability and assistance.

### Planning Agenda

1. Student Services will review and revise outreach efforts to ensure information regarding financial aid and EOPS/CARE is presented during these sessions.

*b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.*

### Description

The College of the Sequoias recognizes its responsibility for students' emotional and social growth and, has therefore, provided a wide variety of programs and activities that encourage personal and civic growth.

As the center of college community life, student government serves as a catalyst to citizenship, training students in leadership and social responsibility. The Associated Student Body (ASB) and the Student Executive Board are very active and highly involved in many leadership activities by institutional governance and committee representation. Additionally, ASB provides cultural, social and recreational programs. A philosophy of the ASB is to provide high quality and diverse student activity programs. The ASB and faculty advisors support forty-five (45) clubs through the College's Co-Curricular programs, all of which have separate activities for students and the community. Some of the activities coordinated by the ASB and other departments include food and toy drives, voter registration, AIDS awareness, Red Ribbon Week (drug free promotion), Alcohol Awareness Week, Earth Day/Recycling Awareness, Career and Health Fair, March of Dimes Walk America, Giant Tech Prep Expo, and the Multi-Cultural Fair.

The *Students in Government & Leadership* course, IS 120AD, is offered for members of the Student Executive Board. These students are elected by the Associated Student Body or are appointed by the Executive Board membership committee. It emphasizes the development of leadership, critical thinking skills, working as a team, and parliamentary procedure. These students serve as representatives on the College Council's standing committees including the Institutional Technology Committee, the Institutional Facilities Committee, the Institutional Budget Committee and the Institutional Planning Committee. Additionally, there are students on the College Council, Scholarship Committee, Crisis Prevention and Intervention Team, Campus Curriculum Committee, Academic Senate and various advisory committees. A student also serves as the Student Trustee on the College's Board of Trustees. In the 2003-04 academic year, the Student Executive Board members provided student representation on 19 campus-wide committees.

Other programs that provide a variety of opportunities for the personal and intellectual development of students include: CALWORKs; LISTO, Puente Project, Student Health Center; Transfer/Career Center; DRC; and EOPS/CARE.

### Evaluation

The College meets this standard. Results from the Accreditation Survey, conducted during the fall 2005 semester, indicated that 76% of students and 73.6% of faculty agreed that the College's environment promotes the intellectual, aesthetic and personal development of students.



<b>Statement: The College's environment promotes the intellectual, aesthetic, and personal development of students.</b>					
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Students	Board
Great/Moderate Importance	94.7	92.3	98.0	81.1	100
Little/No Importance	5.3	7.7		11.7	
Do Not Know			2.0	7.1	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Students	Board
Strongly Agree/Agree	73.6	84.6	73.6	76.0	100
Disagree/Strongly Disagree	26.3	15.4	20.7	15.6	
Do Not Know			5.7	8.4	

The Student Activities Program, coordinated by ASB, provides activities and opportunities that develop students' leadership skills through classroom, club and shared governance participation. The 2005 Student Services student satisfaction survey collected input from 580 students who participated in co-curricular activities. Of the 580 students responding, 76.7% agreed or strongly agreed that these activities offered at the College of the Sequoias promoted the intellectual, aesthetic and personal development of students.

#### Planning Agenda

No planning agenda is recommended at this time.

***c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.***

#### Description

Counseling at the College of the Sequoias provides complete educational guidance services. The purpose of counseling is to help students succeed in their studies through self-evaluation, decision-making, careful planning and commitment. Counselors meet with students on an individual or small group basis for a range of purposes: interpreting assessment scores; recommending further assessment/testing (Disability Resource Center); determining specific courses for immediate and future registration needs; and developing Student Education Plans that conform to the students' short-term and long range goals. Follow-up services (grade progress reports, referrals to on-campus resources such as tutorial services, and revised Student Educational Plans) related to students' academic success are also provided. On the main campus, counselors are available during the day (M-F, 8:00 a.m. - 4:00 p.m.) either by appointment or on a walk-in basis. Evening counseling is available by appointment only. The Hanford Center has counseling available one day a week on alternate Mondays or Tuesdays, with an adjunct counselor available 24 hours per week at peak times, e.g., just prior to and during registration, and the initial two weeks of the semester.

In addition to addressing institutional factors that might impede students' success (prerequisites, matriculation process) the counselors assess and evaluate external factors that can affect student success, such as balancing family obligations and academic demands. In doing so, the counselors take a holistic approach to the provision of counseling services. They provide information and referral services to students that may require community interventions in order to address or eliminate external impediments to student success.

There are currently eight full-time and four adjunct counselors in the Counseling Division. Any new student who enrolls in more than six units with a goal of receiving a certificate, degree, or transfer must receive an individual counseling appointment to generate a Student Education Plan (SEP).

The Counseling program utilizes the Program Review process to evaluate its services. To maintain currency regarding curriculum, major requirements, and admission procedures at four-year institutions, the Counseling faculty participate in professional development activities such as meeting weekly for training, attending UC and CSU conferences and seminars, and participating in an annual retreat. The counselors meet twice a year with feeder high school head counselors. They also work to maintain positive relationships with K-12 schools and parents by attending college night activities. On campus they network and collaborate with division and campus committees.

Currently there are seven locations that students can receive counseling services at College of the Sequoias. In addition to the general counseling office on the main campus and the Hanford Center, counseling services are provided by categorical programs for underrepresented populations such as:

**CalWORKs** – A half-time counselor provides specialized counseling to students who are Temporary Assistance to Needy Families (TANF) recipients. The counselor assigned to this caseload assists students with academic and personal counseling, as well as assisting students in meeting mandatory requirements affiliated with welfare reform. Additionally, the counselor assists students in addressing psychosocial issues associated with being low-income single parents.

**Disability Resource Center (DRC)** – Currently there are 1.5 FTE counselors assigned to this categorically funded program. The DRC counselors provide specialized counseling services to students with verified disabilities. The specialized services include identification, authorization, and coordination of academic accommodations necessary to address student educational limitations. In addition to these functions, the counselors provide personal/academic counseling, conduct tours for incoming students and provide information on disability related issues by conducting faculty enrichment activities.

The Liberal & Integral Studies Transfer Opportunity (LISTO) program formerly had a part-time counselor dedicated to its students; the program now relies upon the general counseling division to provide counseling support for its students.

Extended Opportunity Program and Services (EOPS) provides academic, personal, and vocational counseling services to students. The program has 2.5 FTE Counselors dedicated to its students.

The Puente Project provides academic and personal counseling services (.4 FTE) to students who are assessed at the English 251 level and are interested in courses which emphasize Latino culture.

### Evaluation

The College substantially meets this standard. Comprehensive counseling services are provided for all students. The counseling services are evaluated utilizing formal methods, Program Review, as well as informal methods, by obtaining feedback directly from students.

A Student Services' Student Satisfaction Survey indicated overall satisfaction with academic counseling. A majority, 63%, indicated they could meet with a counselor in a timely fashion. In addition, 60.7% indicated the time between scheduling and meeting with a counselor was reasonable. It should be noted that many students who were targeted with the survey were waiting in lines for services.

<b>Statement: I was able to meet with an Academic Counselor in a timely manner prior to registration.</b>			
Students (Valid Number)	Yes	No	Not Applicable
487	63.0%	22.4%	14.6%

<b>Statement: The time from scheduling the appointment to actually meeting with the Counselor was reasonable.</b>			
Students (Valid Number)	Yes	No	Not Applicable
489	60.7%	18.0%	21.3%

This survey also indicated that the services and information provided by the counselors met the needs of the students.

<b>Statement: The Counselor provided the information I needed on my educational program.</b>			
Students (Valid Number)	Yes	No	Not Applicable
482	64.1%	14.3%	21.6%

<b>Statement: The Counselor provided me with an adequate amount of time to meet my needs.</b>			
Students (Valid Number)	Yes	No	Not Applicable
486	65.6%	12.1%	22.2%

<b>Statement: The Counselor provided the information I needed on College processes.</b>			
Students (Valid Number)	Yes	No	Not Applicable
484	63.4%	13.8%	22.7%

<b>Statement: The Counselor provided the information I needed on College procedures.</b>			
Students (Valid Number)	Yes	No	Not Applicable
482	61.0%	14.7%	24.3%

<b>Statement: The Counselor provided the information I needed on College policies.</b>			
Students (Valid Number)	Yes	No	Not Applicable
488	53.7%	20.5%	25.8%

<b>Statement: The Counselor referred me to campus services and resources I needed.</b>			
Students (Valid Number)	Yes	No	Not Applicable
481	49.1%	21.8%	29.1%

<b>Statement: The Counselor referred me to the community services and resources I needed.</b>			
Students (Valid Number)	Yes	No	Not Applicable
479	32.4%	32.2%	35.5%

Measuring referrals to community and on-campus resources is difficult since referrals are not routinely necessary in the majority of counselor/student contacts.

#### Planning Agenda

No planning agenda is recommended at this time.

***d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.***

#### Description

The College of the Sequoias is committed to diversity as stated in its Mission, Philosophy, and Vision for the Future. The College encourages and provides funding for the implementation of appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

As part of its commitment to diversity, the College financially supports and recognizes student organizations that represent and help celebrate the diverse student body through the Student Activities Office. Currently, forty-five student organizations are chartered through the Associated Student Body (ASB) with the following centering on racial and ethnic diversity: B-STARS - Black Students Taking Action to Reach Success; California Mini-Corps Club; EOPS Achievers Club; MECHA; Native American Club; Pride Club; Puente Club; and Society of Hispanic Professional Engineers (SHPE). Student organizations help coordinate campus-wide events that include guest speakers, musical/theatrical performances, political forums, and members may

attend regional conferences that foster a greater appreciation for diversity. Annual campus-wide events such as the AIDS Awareness Day, Disability Awareness Day, Multi-Cultural Fair, Black History Month and Cinco de Mayo provide the campus community an opportunity to learn more about the diversity that exists at the College by hosting guest speakers, art exhibits, food, musical and theatrical performances. The College also encourages non-traditional diversity groups to coordinate events that focus on introducing issues of community members who are disabled (e.g., physically, learning, psychological, communication), gay, lesbian, bisexual, transgender, veterans and re-entry students. All college administrators, faculty, staff, and students are invited to all campus-wide events and are encouraged to participate in the planning and execution of the events.

The College strives to admit a student body that is reflective of the surrounding community and has done so through increased outreach efforts throughout the College district. The enrollment of American Indian/Alaskan Native, Asian/Pacific Islander, and African-American/Black students at the College has risen in recent years, but remains comparatively small in number. In contrast, the enrollment of Hispanic/Latino students has increased dramatically but continues to be slightly lower in comparison to the District's greater Hispanic/Latino population which continues to grow at a faster rate than any other racial and ethnic group. In comparison, our enrollment of White/Caucasian students has decreased during the past few years.

Although the College does not actively recruit abroad, it does enroll a small number of international students who represent the continents of North and South America, Africa, Asia, and Europe. International students provide a new perspective in the classroom and allow the rest of the student body an opportunity to learn more about the world beyond our borders. The College also provides a study abroad program for students to become proficient in a foreign language and to fully immerse themselves in a culture to gain a better appreciation of its uniqueness.

The College has also sought and been awarded various grants to academically support minority students as they seek to gain basic skills and transfer to four-year universities. A Hispanic-Serving Institution (HSI) grant was awarded to the College (applicant and lead institution) in conjunction with Porterville College (partner institution) for a five-year period (2004-09) to improve student success through distance education classes and learning communities that include personalized tutorial services and linked college curriculum that has helped to create a sense of community among first generation college students. The U.S. Department of Education also awarded the College a three-year grant to focus on the recruitment, retention, and increase the transfer rates of minority students studying science and engineering. In the Fall 2004, the College was recognized by The Hispanic Outlook magazine for its efforts to welcome Hispanic/Latino students and help them achieve their academic goals.

During Fall 2004, the Academic Senate formed the Diversity Committee which was comprised of administrators, faculty, staff, and students, and came together to work on drafting and implementing the *Student Equity Plan* as mandated by the California Community Colleges Chancellor's Office. The *Student Equity Plan* outlines ways in which the college can establish student success indicators; implement policies, activities, and procedures related to student equity;

and analyze how college activities and programs provide equal opportunity for all students. The College has taken proactive steps to ensure that all of its employees are given opportunities to explore and appreciate the diversity that exists at COS by hosting guest speakers and events that foster a greater appreciation for multiculturalism.

The College also supports and funds an Ethnic Studies curriculum which includes courses that focus on American Indians, Black Americans, Mexican-Americans, Asian Americans, and Americans of European ancestry. Other academic disciplines that incorporate diversity include English (e.g., Chicano Literature and Native American Literature), History (e.g., Mexican American), Nursing (e.g., Cultural Diversity/Healthcare), and foreign languages.

Through the following on-campus programs and offices, the College provides its diverse student body with specialized direct student services that allow them to meet their educational goals: California Mini-Corps; California Work Opportunity and Responsibility Kids Act (CalWORKs); Career Ladder Teacher Preparation; Counseling Office; Cooperative Agencies Resources for Education (CARE); Disability Resource Center (DRC); Extended Opportunity Programs and Services (EOPS); and Financial Aid Office. Each of these programs and offices employ ethnically and racially diverse faculty and staff members, many of whom are proficient in a second language other than English to serve our diverse student body.

### Evaluation

The College meets this standard as evidenced by the College's Mission, Philosophy, and Vision for the Future, all of which have been approved by the Board of Trustees and implemented campus-wide. The importance of diversity is expressed and celebrated through the many activities and programs offered on the College campus and by the College throughout the local community.

### Planning Agenda

1. No planning agenda is recommended at this time.

*e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### Description

In September 2003 College of the Sequoias implemented CCCApply, a state-wide on-line admission application. During the development of the on-line application, COS had the opportunity to provide input. As a complement to the on-line admission application, Web registration and other on-line Banner features, a Computer On-line Services lab was created.

All new, returning and transfer students must complete the admission application. The process involves the student logging on to the College's website and clicking on "Apply for Admission." That link takes the student to the on-line application where a first time user will establish an

account. Upon completing the on-line application, the student is instructed to print the signature page, sign it and submit it to the College in one of three methods: in person, by mail or by fax; however, as of January 25, 2006, the CCCApply e-signature was implemented. Applications are typically downloaded in the Admissions office once per day, however, during registration this increases to two or three times per day given the increased volume of applications. Once applications are downloaded, processing involves editing and placing the applications into Banner. This process takes from one to two days, depending on other demands on the single staff person processing applications.

Within two to three days of completing the admission application, each student receives one of numerous e-mails which have been created by the College and loaded into CCCApply. These e-mails inform the student of his/her successful application, potential non-resident status or other situations based on responses on the application. If a student lists an e-mail address, CCCApply will send the e-mail to that address; if an e-mail address is not listed, CCCApply will issue the student an address and the student can access these e-mails through this address.

COS evaluates this application process by receiving input from students and staff, posting questions and comments to the Admissions and Records listserv and by communicating directly with the Chancellor's Office or the XAP Corporation's representatives. The XAP Corporation has made numerous upgrades to the application based on input from the implementing colleges, including COS. Additionally, after each registration process, the Admissions and Records staff specifically, and Student Services staff generally, identify issues that require resolution. This includes all Matriculation processes (admission application, orientation, assessment and counseling) as well as registration-related procedures.

The Assessment Office conducts placement testing and generates the placement recommendations and is housed in a lab created in 2001 specifically for the assessment process. The primary purpose of the College's assessment program is to provide students and counselors with basic skills assessment data to be utilized for accurate placement in English, mathematics and ESL courses. The assessment program also monitors and evaluates assessment instruments and procedures for validity, reliability and sensitivity to cultural differences; works in conjunction with the English, mathematics and ESL departments to improve the efficacy of the program; coordinates the mathematics competency testing program; and coordinates the Federal Ability to Benefit (ATB) testing required of all non-high school graduates to establish Title IV financial aid eligibility.

In March 2002, the College implemented computerized assessment testing. This includes: the ACCUPLACER Computerized Placement Tests (CPT)-reading, sentence structure and mathematics; the COS Algebra Readiness Test; the Math Diagnostic Testing Project (MDTP) Elementary Algebra Test; MDTP Intermediate Algebra Test; MDTP Precalculus Test; and the Combined English Language Skills Assessment (CELSA) for the English as a Second Language population. The CELSA test is approved and utilized for both course placement and ATB. The CPT reading, sentence structure and mathematics test battery is approved and utilized for ATB; however, the College does not utilize the CPT Mathematics test for placement. Thus, students who take the CPT for both

course placement and ATB must take two math tests (the CPT Mathematics Tests for ATB and one of the other four math tests for course placement).

Various methods are used to evaluate the placement instruments and practices in order to validate their effectiveness while minimizing biases and to ensure the instruments and procedures are valid, reliable and appropriate for use as course placement tools. First, a collaborative effort between staff of the Assessment Office and the Matriculation sub-committees for both English and mathematics is employed when critical decisions need to be made and when changes and validation studies are conducted relative to assessment. The Assessment Coordinator locally manages the COS Algebra Readiness Test (i.e., conducting all research normally required by test publishers and all local validation research). The Coordinator developed the new multiple criteria English placement model for the Computerized English placement test, including retroactive testing and validation research. The Assessment Coordinator also completes all disproportionate impact studies and validation studies for all other placement tests.

### Evaluation

The College substantially meets this standard.

The CCCApply process allows each student to be assigned an e-mail address if they do not possess a personal e-mail address; however, the process to access the CCCApply e-mail system is somewhat difficult. A student survey indicated that 62.2% received an e-mail regarding their status after applying for admission; with only 16.4% indicating they did not receive an e-mail (18.6% indicated “Not Applicable,” even though every applicant was sent an e-mail). This communication issue could lead to students not being aware of their admission status and/or any difficulties with their admission to COS. In turn, these students may not register for classes.

All placement tests currently utilized have passed examination for cultural/linguistic bias, insensitivity, and offensiveness as determined by the test publishers or by local management of a test instrument. All placement tests are also currently approved for matriculation by the California Community College Chancellor’s Office. The College has historically monitored the effectiveness of the Assessment and Placement program, and the last formal evaluations of the instruments for English and ESL were conducted during the 2004-05 academic year, and the last formal evaluations of the instruments for mathematics were conducted during the 2005-06 academic year. The primary method was the collection and analysis of consequential validity evidence in which both students and faculty are surveyed regarding their “satisfaction with course placement.” The results for both the English and mathematics placement procedures exceeded the Chancellor’s Office standard; the percentage of both students and faculty that believed course placements were correct ranged between 76% and 92%. The results for the ESL placement procedures were favorable, but more difficult to interpret due to the small number of students completing the test and placing into the target courses. The results of these studies have been included in the documentation to this report.



## Planning Agenda

1. Identify and implement a convenient, cost effective e-mail process to communicate with all students.

*f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

## Description

College of the Sequoias has been in existence since 1925 and has records spanning that time in three different formats: hard copy, microfilm and electronic. Records from 1925 through Spring semester 1986 are on microfilm with the exception of the S through Z portion of the alphabet, which are still in hard copy. These records are continuing to be microfilmed and this process is expected to be completed by the end of 2006. Beginning with Spring 1986, the College implemented a local software system (legacy) in which student records were maintained. That system was utilized until Spring 2004, at which time the College implemented Banner, a commercial software system. All legacy system records were converted to Banner, thus academic history from Spring 1986 to the present is maintained in Banner. In addition, Admissions and Records purchased a scanner and LaserFiche software and implemented a document imaging system during Summer 2002. All incoming transcripts from other colleges and universities, high school transcripts, graduation checklists and other documents identified in the *Document Imaging Protocols* are scanned and subsequently available to approved campus LaserFiche users.

The College has used an underground bunker for storage, including student records. During Fall 2004, a water valve leak caused water and mold damage to the backup records stored in that location. After consulting with a firm that specializes in cleaning and/or copying damaged records, it was determined that the quantity of mold and the expense to clean/copy the records were too great and a decision was made to destroy the records. All records lost from the Admissions and Records Office were backup records for electronic and microfilm files. The bunker has been cleaned and is available for storage.

Currently, all hard copy and microfilmed records are located in the Records office (room 107), with the past years' grade rosters maintained in the Admissions and Records Coordinator's office. The electronic records are maintained on the Banner system server and the LaserFiche scanned records are on a separate server. Access to records, regardless of the format, is by an established security and confidentiality approval process. All regular employees and all student employees must sign and submit a confidentiality statement (Employee Acknowledgement of Responsibility for Security and Confidentiality of Student Records, and Student Employee Acknowledgement of Responsibility for Security and Confidentiality of Student Records) ensuring personally identifiable information will not be released inappropriately prior to being approved for access to and/or release of records.

During the 2003-04 academic year, the maintenance of paper files for check out to the academic counselors was discontinued. This became possible with the ability to scan records into LaserFiche and make those electronic records available on staff's desktop computers. Some records, e.g., microfilmed records, must still be printed and reviewed in hard copy. *Student Records Procedures* were developed to achieve and maintain consistency in the check out of hard copy files/records.

Various other Student Services offices/programs maintain student records, including Financial Aid, the Disability Resource Center and Extended Opportunity Programs and Services. Those programs are advised of and held to State and Federal guidelines and regulations pertaining to establishing, maintaining and managing student records. To aid in this process, a *Security and Confidentiality of Student Records* document was developed and distributed to all departments who maintain student records. In addition, a memo regarding confidentiality of records has been periodically sent to Student Services' staff.

Routinely the College is served with subpoenas or court orders for various types of student records. The Admissions and Records office handles the majority of these requests, following State and Federal regulations for notifying the student of the request for records and informing them of their right to file a motion to quash the subpoena, preparing the records for transmission and transmitting the records within the allowable time line. In addition, the College receives many requests for records, both from current and former students or from a third party secondary to a signed release of records by the student. Again, each request is managed in a confidential manner, following Family Educational Rights and Privacy Act (FERPA) guidelines for release of directory and personally identifiable information.

A large component of the records requests received includes requests for official, unofficial and in-house transcripts, general education certification and evaluation of other college/university transcripts. Official and unofficial transcripts must be requested directly by the student. In-house transcripts are requested by counselors or other staff who require a working hard copy. General education certification is typically requested by students at the time they ask for an official transcript. Evaluation of other college/university transcripts occurs during the student's initial semester of attendance at COS if the transcript arrives in a timely manner. Transcripts that arrive late in the semester may not be evaluated until the following semester. The student receives copies of their general education certification and the evaluation of their transcripts from other institutions once the process is completed.

Confidentiality of student records is an ongoing quest. When the College implemented Banner, security levels for staff were established based on their position's needs. In addition, all student employees and regular employees must sign a *Security and Confidentiality of Student Records* form. This ensures staff and student employees are provided information on security and confidentiality of student records and are aware of the consequences of violations. In addition to distributing information on confidentiality, e-mails are sent prior to finals week each semester reminding instructors that they should not post students' grades using personally identifiable information, e.g., name, social security number or partial social security number, student identification number

Three Board of Trustees policies pertain to student records. Board Policy 7020, *Confidential Records*, states the College's intent to maintain the confidentiality and security of students' records. Board Policy 7021, *Student Records and Directory Information*, identifies the College's process and requirements for release of student records. Board Policy 7022, *Student Records—Challenging Content and Access Log*, delineates how a student may challenge the content of their record to correct or remove information, as well as the maintenance of an access log that identifies all persons, agencies or organizations requesting or receiving information from the student's records and their legitimate interest. The *COS General Catalog* and the website both contain information about confidentiality of students' records and students' access to their records.

### Evaluation

The College meets this standard. Student records are securely stored. Board Policies are in place, are published, and are followed.

The Accreditation Survey indicates a high level of importance as well as a high level of agreement from the students on the issue of permanent and confidential records.

<b>Statement: The College has a records process that creates permanent, confidential student records.</b>	
Level of Importance	Students
Great/Moderate Importance	78.3%
Little/No Importance	7.6%
Do Not Know	10.5%
Level of Agreement	Students
Strongly Agree/Agree	71.1%
Disagree/Strongly Disagree	7.1%
Do Not Know	17.2%

### Planning Agenda

No planning agenda is recommended at this time.

***4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

### Description

College of the Sequoias evaluates its student support services using three primary methods: (a) evaluation processes and reports, including the College's Program Review process and categorical

program reviews by the Chancellor's Office; (b) regularly scheduled program and division meetings; and (c) other data collected and analyzed.

Student Services evaluates their programs and departments using the current Program Review process. The five areas addressed are centrality of mission, quality of staff, quality of service, need/demand for services or program and facilities/equipment. The Program Review report is approved by the Validation Team, the Program Review Steering Committee and, eventually, the Board of Trustees. During the intervening years of the five year Program Review cycle, each program/department provides an Annual Progress Report, in which they address progress from their program review report in the five areas noted above. The progress report also provides the opportunity to include additional issues or concerns that may have arisen since the completion of the last full Program Review Report.

In addition to Program Review initiated by the College, many programs respond to external evaluations. For example, numerous categorical programs, e.g., the Disability Resource Center (DRC), underwent a program evaluation initiated by the Chancellor's Office. This process included a self-study report and a site visit of peers from other community colleges. These reviews have been discontinued until the State budget improves. Matriculation also has a self-study and site review every five years, completes an annual expenditures report that is submitted to the Chancellor's office and has a *Matriculation Plan* that is updated on a periodic basis as changes occur.

One of the mandatory program categories specified by the California Community College Chancellor's Office is the coordination of services with on-campus and community partners by CalWORKs. This includes provisions for planning collaboratively with the county welfare department and other agencies, and coordination within the college. This coordination offers opportunities for evaluation and improvement of the services offered by this program.

On an ongoing basis student support services are discussed, reviewed, evaluated and recommendations made in various meetings held in Student Services. Twice a month the Student Services Cabinet meeting is held, consisting of the VP of Student Services, two Deans of Student Services and the three Directors of Student Services. These meetings are devoted to updating these Student Services Administrators on college-wide issues and activities, discussing issues and resolutions within Student Services and generally ensuring that students' needs are being met. Once each semester a meeting of all Student Services Department Heads/Program Managers (includes the VP of Student Services, Deans, Directors, and Coordinators) is held. Again, the purpose is to update these managers on College and Student Services topics and to discuss service delivery issues and concerns. Beginning this year, monthly meetings are held with small groups of Student Services' staff to gather input on improving services to students, enhancing the work environment for staff and to generate ideas. In addition, departments/programs hold staff meetings at various intervals and devote a significant portion of these meetings to discussing services to students, service delivery methods, issues that have been identified and how to improve the service to students. Also, many Student Services programs have advisory committees, e.g., DRC, EOPS, Student

Health Center, which meet on a regular basis to review program services, discuss issues and consider the addition of new services or a revision of existing services.

Three other meeting formats contribute to the evaluation of student support services: the Creating a User Friendly Environment and Atmosphere in Student Services Committee, the Customer Service Training Committee and the Directors of High School Counseling meeting. The first is a committee that was formed at the end of Spring semester 2004. This committee brainstorms ways in which the atmosphere and environment in Student Services could be improved for students. Some of the ideas presented were practical elements such as adequate signage in student services and adequate lighting in the hallway. Other ideas address support services, e.g., ensuring counseling opportunities are available to students considering their various circumstances (day, evening, walk-in, appointment, information only) and creating step-by-step instructions on how to enroll at COS, i.e., the *Matriculation Process*. The second is a committee that assesses customer service training needs, provides customer service training and is implementing methods to recognize individuals and departments that provide exemplary customer service. The latter committee invites directors of high school counseling to COS to receive information about the college and to discuss issues and identify resolutions.

An additional opportunity to evaluate student support services and identify ways in which to improve services to students is monthly folder meetings with all Student Services' department heads and program managers. These meetings focus on programmatic elements, concerns and innovations to address student needs. Other data that assists in the evaluations of student support services and the improvement of these services includes data collected and information received from four-year colleges/universities on the performance of our former students and input from the College's external auditors as they evaluate our processes and procedures in Student Services.

Lastly, each Student Services' program developed a Mission statement, goals, student learning outcomes and outcome assessments. The initial phase of assessments are being conducted and compared to the goals and SLO's originally developed to determine how this information can be utilized to improve services to students.

Throughout Student Services, a planning-implementing-evaluating process is employed. The various committee structures provide a forum for planning; the individual programs implement planned program elements and components; and various methods are used to ascertain that the services support student success and the achievement of student learning outcomes. These evaluation techniques include data collected (demographics, placement tests results, etc.), student satisfaction surveys, retention and persistence rates, grade point averages, grade distribution statistics, course completion rates, probation and dismissal information, discussions of processes and procedures, transfer raters, certificate and degree completion and student learning outcome assessments.

Evaluation

The College meets this standard. The Student Services' Division routinely evaluates its student support services to ensure student needs are being met. This is accomplished by employing multiple methods of formal and informal evaluation, including internal and external evaluations.

Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. College of the Sequoias Mission Statement
2. 2005-07 COS General Catalog
3. Student Equity Plan
4. Program Review Reports
5. Matriculation Plan
6. Accreditation Survey Results
7. Board of Trustees Policy Manual
8. Student Code of Conduct
9. COS Schedule of Courses
10. Student Services Mission Statement
11. Student Services Special Programs
12. EOPS Mission Statement
13. CCCApply e-mail options
14. Disproportional Impact Studies
15. ACTT Report
16. Document Imaging Protocol
17. Form Acknowledging Security & Confidentiality
18. Student Form for Security & Confidentiality
19. Student Records Procedure
20. Security & confidentiality of Student Records
21. Memo regarding Record Confidentiality
22. E-Mail to Instructors regarding Posting Grades
23. Program Review Annual Progress Reports
24. 2000 Matriculation Program Review Report
25. 2004-05 Credit Matriculation Expenditure
26. Student Services Student Learning Outcomes

## Standard II: Student Learning Programs and Services

### C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

*1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

#### Description:

College of the Sequoias maintains a Learning Resource Center (LRC) on the Visalia campus that includes a library, tutorial center, computer commons, computer classroom, and distance education classroom. Usage of the new LRC by students has increased steadily over the 1.5 years since it opened, as witnessed by the fact that the *3M Security System Log* showed there were over 3,000 visits on the first day of the Fall 2005 semester, which was higher than any day the previous year. A small satellite library with computers and reference books is maintained at the Hanford Center. An adjunct librarian provides library services as needed.

The LRC employs three full-time and two part-time faculty librarians, three full-time paraprofessionals, three part-time clerical staff, a Tutorial Center Coordinator, and a senior secretary. There is a Director of Learning Resources and Technology as well. A classified paraprofessional is always on duty in the computer commons to assist students in the use of the computers. There is also a Computer Resources Specialist who maintains the computers in the LRC. IMS employs a staff of four with specializations in audiovisual services, television studio operations, and audiovisual materials.

The Tutorial Center is located within the LRC, and services are available to students Monday through Friday 7:30 a.m. to 4:00 p.m. Tutorial services are not provided on Saturdays. The Tutorial Center Coordinator recruits and trains student tutors who are then assigned to work with students who need help with their studies. The tutors must have completed the course(s) which they tutor with a "B" or better and be recommended by their instructor. They are student workers who are paid employees of the Tutorial Center. An ad hoc Tutorial Services Committee was convened in 2004 to review the tutorial program and make recommendations on how tutorial services could be improved, and the best use made of its space in the new building. Major recommendations in its report, titled *Assumptions and Proposals for the Tutorial Center*, were to bring



all tutorial services on campus into the LRC, and to create learning skills and basic skills programs that would be located there. The Math Lab program started in February, 2006. The learning skills program, which will be operated in conjunction with the Disability Resource Center, is scheduled to open in August, 2006. The English Writing Center will also open in August, 2006. During fiscal 2004-05 1,470 students received 9,445 hours of tutoring in 143 subjects. Usage of tutorial services (not including the new programs) has been stable the past two years. It is not possible to close the Tutorial Center area in the new LRC the way it was in the old Library. This means that while the space is open to students after 4:00 p.m., tutorial services are not. The new basic skills and learning skills programs will take up about two thirds of the Tutorial Center space, leaving one third for traditional one-to-one tutoring.

Instructional Media Services (IMS) staff on the Visalia campus provide audiovisual services and equipment to the campus. This includes TVs, VCRs, DVD players, LCD projectors, editing equipment, and audio systems. IMS staff trains faculty and staff in the proper use of AV equipment. They also act as cameramen at various institutional functions. They work closely with instructors on AV projects. For example, the IMS Coordinator instructs biology students every semester in the use of the video editor as part of their assignment to make a video program from tape they shoot on a field trip. IMS has moved back into its area after a renovation that took place over the summer of 2005. Additional space in this area was gained when two computer technicians who were stationed in the IMS area have been relocated to another space.

#### Evaluation:

The College meets this standard for the Visalia campus and the Hanford Center. Services have grown on the Visalia campus largely due to the construction of the new LRC. Services have remained unchanged at the Hanford Center even though enrollment there has fallen in recent years.

#### Planning Agenda:

No planning agenda is recommended at this time.

***a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.***

#### Description:

##### **Learning Resource Center:**

The Learning Resource Center at College of the Sequoias supports the Mission of the College and enhances the learning opportunities available to assist students.

In October 2004, the College opened its new LRC. At 53,000 square feet, it is twice the size of the old Library. The budget for the new building included about \$2,000,000 in its *Detailed Equipment List* for new furniture and equipment. Learning Resources staff, including librarians and classified personnel, and Instructional Media Services staff participated in a series of meetings to determine the needs for the new building. These staff members have daily contact with students, and designed the floor plan and selected the equipment best suited to meet student needs. The budget includes funding for a new integrated library system (ILS) that is yet to be purchased.

Housed within the LRC are a collection of 80,000 books, 340 periodical titles, 15 periodicals on microfilm, and 2,000 videos. At their weekly meetings the librarians work together as a committee to select titles for acquisition. They consider curricular needs, requests from students, and the age of the collection in making selection decisions. The heaviest weight is given to input from the faculty on titles they want in their subject areas. Librarians sometimes work with faculty from a specific discipline to build a collection that meets the needs of their students. For example, one librarian worked closely with the Nursing Department on reviewing the medical books and periodical collections for currency, depth, and variety.

There are 109 computers available for student use in the LRC. The number of computers in the Computer Commons increased from 48 to 82 with the move to the new LRC. Ten of the Computer Commons computers are word processors, while 72 access the Internet. There are also eighteen computers that access six subscription databases. These databases provide access to thousands of professional and academic journals that are not available for free over the Internet.

There are two classrooms in the LRC. One is a fully equipped distance education classroom. Live interactive television has been used mainly for nursing classes. Remote broadcasts have been conducted in conjunction with Hartnell College, Porterville College, and CSU Bakersfield, as well as the College's Hanford Center. Distance education has allowed RNs living in Visalia to obtain a BSN from CSU Bakersfield. Plans are being made to expand live interactive television to other disciplines. In Fall 2005 there were 5 televised and 11 on-line distance education classes. There are 9 televised and 26 on-line classes scheduled for Fall 2006.

The other classroom is a library orientation computer lab. In it librarians give bibliographic instruction to classes brought in by their instructors. Librarians work closely with the faculty on this important service, gearing their presentations to the specific course, and frequently to a specific assignment. The classroom is also used by individual faculty to run specific class or laboratory activities.

### **Instructional Media Services:**

As noted above, the IMS area, which is in a separate building from the LRC, was renovated in 2005. A lot of obsolete and broken equipment was discarded, and compact shelving installed. The acquisition of new equipment is funded in several ways. Funds have come from the College's general fund which pays for specific budgeted items and Above Base Budget requests, the State's

annual technology allocation, and grant funds. IMS has a \$5,000 per year line item for equipment repair, but no line item for New Equipment.

The Institutional Technology Committee, which includes members from IMS and the library, has developed a *Technology Plan*, which is in its second edition (2.0). It provides a framework within which to purchase and maintain instructional equipment. The College also relies on input from faculty about what instructional technologies they want in their classrooms. IMS staff provides the technical expertise to select equipment for purchase.

In addition to the equipment under the supervision of IMS, various divisions and other institutional subdivisions purchase and maintain instructional equipment that is specific to their programs. An example is the Business Division which maintains its own computer labs.

#### Evaluation:

#### **Learning Resources:**

The Learning Resource Center substantially meets this standard, and is working to improve the quantity and quality of materials and equipment available to students and faculty by soliciting continual input from faculty.

The Accreditation Survey shows that a very large majority of both faculty and administrators agree that evaluating Learning Resources collections to ensure they enhance curriculum is important. However, a significant proportion of each group indicated that they do not know if collection evaluation is taking place. This shows that there is a need for Learning Resources to better communicate what it is doing in the way of collection development.

<b>Statement: Learning Resources collections are evaluated to ensure they enhance the curriculum.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	81.8	72.7
Little/No Importance	3.9	
Do Not Know	14.3	27.3
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	41.8	69.2
Disagree/Strongly Disagree	17.7	
Do Not Know	40.5	30.8

#### **Instructional Media Services:**

The College does rely on the expertise of faculty and IMS staff in developing and implementing technology plans. While funds have been allocated when needed for instructional equipment, the

lack of stable funding is a concern. Since there is no line item for replacement equipment, the funds must be taken from some other area when something needs to be purchased. The space issue has been partly addressed by eliminating obsolete equipment, installing compact shelving, and moving the computer technicians. The Technology Plan 2.0 is not yet fully implemented, but continues to provide goals for Instructional Media Services, as well as the rest of the College.

The Accreditation Survey shows that over 90% of the faculty and all of the administrators consider systematic maintenance, upgrading and replacement of technology to important. However, almost half of both groups believe that is not happening.

<b>Statement: Technology resources are maintained, upgraded and replaced systematically.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	93.6	100.0
Little/No Importance	3.8	
Do Not Know	2.6	
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	51.3	46.2
Disagree/Strongly Disagree	41.0	46.2
Do Not Know	7.7	7.7

#### Planning Agenda:

1. Learning Resources will explore additional sources of funding for books and on-line databases in order to keep pace with price increases.
2. See planning agenda 1 in standard III.C.1.c.

***b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.***

#### Description:

The librarians at COS support student development of information competency skills through formal and informal instruction.

The Reference Desk in the LRC is staffed all hours it is open by either a faculty librarian, or, in the case of some evenings, by a paraprofessional. A typical reference interview with a student would include instruction in basic information competency skills such as defining the information needed to complete the assignment, and how to locate it using LRC resources. These sources include the on-line public access catalog (OPAC), periodical collection, and on-line databases. The librarian may also suggest appropriate websites to complete the process.

There are no hours of scheduled reference service for the Hanford Center. However, service is available by telephone and appointment. A librarian will also visit classes at the COS Farm and other off campus locations to conduct bibliographic instruction upon request.

The librarians conduct bibliographic instruction sessions for individual classes in the LRC. This instruction is given in the Library Orientation Classroom that is equipped with 39 computers. In these sessions students receive information competency instruction by being introduced to the best resources for the assignment they are working on. These usually include reference books, circulating books, on-line journal databases, newspaper indexes, and Internet directories and search engines. The librarians customize their hand-outs for the specific class and create electronic guides for the specific class. There are currently 45 such electronic guides linked to the library web page for specific class assignments.

As an example, one librarian has implemented an information competency module for Biology 20, Frontiers in Biology. The librarian team teaches four to six class sessions with the instructor, instructing and helping the students through the research process to the completion of their projects. Another librarian has done a series of bibliographic instruction sessions with an instructor for his Speech 1, Fundamentals of Public Speaking. Instruction includes introducing students to research sources and methods appropriate to the assignments. Informal feedback from the instructors indicates that they have seen improvement in the quality of their students completed projects.

Two of the librarians teach one unit CSU transferable courses covering the components of information competency. Library 101, Library Research Strategies, is a basic research course that has at times been offered on-line as well as in the traditional classroom setting. Library 102, Internet Information Resources, is an introduction to the Internet which emphasizes Web searching skills and strategies, evaluation, and citation. Library 103, Evaluating Information Sources, is a course in the evaluation of all types of information resources with an emphasis on their usefulness for research papers. Normally one session of each of these three information competency classes is offered each semester. In order to meet the scheduling needs of students, these courses are sometimes offered as short term weekend classes. Library 101 has also been taught as a class linked to a learning community.

The librarians have developed and maintain an extensive website that includes information about the LRC and access to databases the LRC provides to students. The website's main function is to provide a web directory linking authoritative and appropriate sites for student access. This site is continuously maintained and updated by the librarians. There are over 150 individual web documents created and linked to the library website. These include the guides mentioned above, such as the one to the Speech 1 classes. The guides are an extension of the information competency instruction students receive in the classroom. Their usefulness to students can be seen by the fact that the Speech 1 guide has received over 6,000 hits. There are also links to periodical index databases which, with one exception, students can access off campus. During 2005 over 5,000 searches were conducted on one of the databases.

Librarians are working with the English Division to develop an information competency component for English 1, College Reading and Composition. The Campus Curriculum Committee has recently approved increasing the course from three to four units with the idea that the fourth unit would be an information competency component. The unit will be taught by the course instructors with assistance and support from the librarians.

The College of the Sequoias Academic Senate approved Information Competency as a graduation requirement in 2001. Unfortunately, implementation of this requirement has been delayed.

#### Evaluation:

COS substantially meet this standard.

The LRC is providing adequate service at its reference desk, including informal information competency instruction. With the current level of staffing and rooms available, LRC librarians are meeting the demand for bibliographic instruction session in the Library Orientation Classroom. They are flexible in their willingness to accommodate the instructors' needs for times, but the classroom is not always available. The room scheduling procedure has been revised to increase efficiency so that instructors will not have to be turned away. Bibliographic instruction and reference service at the Hanford Center is by appointment only as there are no hours of scheduled coverage by a librarian. This arrangement has been adequate to meet the low demand.

The three one unit library courses have been approved by the Campus Curriculum Committee and the Academic Senate as courses that would fulfill an information competency graduation requirement. The information competency graduation requirement has been postponed partly because these few classes could not be offered enough with current staffing and scheduling to meet all students' needs. When the information competency unit is implemented for English 1, it is envisioned that the issue of the information competency graduation requirement will be revisited.

The Accreditation Survey shows that faculty, administrators and students all consider information competency to be important. However, over 20% of each group said they do not know if information competency instruction is available. Two thirds of the students, who are the ones who receive the instruction, agree that it is available.

<b>Statement: Instruction in information competency is made available to students.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Students
Great/Moderate Importance	81.1	72.7	74.7
Little/No Importance	6.5		9.3
Do Not Know	11.7	27.3	15.9
Level of Agreement	Faculty (FT & PT)	Administrators	Students
Strongly Agree/Agree	45.0	53.8	66.7
Disagree/Strongly Disagree	26.3	15.4	12.7
Do Not Know	28.8	30.8	20.6

Planning Agenda:

No planning agenda is recommended at this time.

***c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.***

Description:

The Learning Resource Center is open 62 ½ hours a week. Monday through Thursday the LRC is open 7:30 a.m. until 8 p.m.; on Friday it is open 7:30 a.m. until 4 p.m.; and on Saturdays it is open from noon until 4 p.m. As a result of budget cuts in 2003, the library lost twelve hours of adjunct librarian time. This adjunct librarian time was spent staffing the reference desk. Some of those hours are now being covered by a library assistant.

During the hours the LRC is open there is access to all parts of the library including the Computer Commons, periodicals, books, study rooms and reference service. The Tutorial Center is open Monday through Friday from 7:30 a.m. to 4:00 p.m. and is not available on Saturdays. According to the *Reference Interviews Report*, from August 2004 thru the August 2005 the Reference Desk staff answered 5,107 reference questions and 3,376 directional questions.

The LRC offers electronic access to seven databases that are paid for with Telecommunications and Technology Infrastructure Program (TTIP) funds. The on-line public access catalog (OPAC) is also available via the Internet. Six of the electronic databases as well as the OPAC catalog are available 24 hours a day, seven days a week, to any student on or off campus, who has the passwords. Students can pick up a list of the passwords at the LRC or call the LRC during hours of operation for the passwords. Computers at the Hanford Center also provide Internet access. One database, Lexis/Nexis, is not available off campus.

A librarian stays at the main reference desk approximately 50 hours a week. The librarians and library assistant work one-on-one with students who seek help and also give reference service on the phone. A student may also set up an appointment with a librarian when he/she is not on the desk for more individualized help. An instructional assistant is available in the Computer Commons all the hours the LRC is open.

The LRC has a system set up for students attending classes at the Hanford Center to request and receive books and magazine articles on interlibrary loan without the students needing to come to the Visalia campus. Students taking classes at other off campus sites may also use the Hanford Center as a pick up point for books and magazines requested from the LRC. Students taking classes at remote locations or by distance education are encouraged to come to the Visalia campus if possible for additional assistance in accessing reference services and LRC resources.

Instructors can request that the library place books from its collection, or the instructor's own materials, on reserve for student use. The reserve items are held behind the circulation desk and can be checked out for an hour, overnight, or two weeks depending on the instructions from the instructor. The LRC has a \$3,000 budget to purchase some of the major textbooks and place them on reserve for the students who cannot afford to buy their own textbooks. These textbooks check out for an hour at a time and do not leave the LRC building. The LRC provides copy machines, microfilm readers, and televisions with VCRs and DVD players to watch videos. Through the GoPrint system students can send print jobs from any computer in the LRC to either a black and white or color printer. There is also a scanner available.

The LRC Library Orientation Classroom has two ADA compliant workstations, an LCD projector, a visualizer, color and black and white printers, and an instructor control station. The LRC Computer Commons area also has three ADA compliant workstations, one that is set up with a video enlarger and a scanner. There is also a video enlarger located on the second floor. The twelve computers that only access the electronic databases are on wheelchair accessible tables. There are on-line catalogs both downstairs and upstairs that can be accessed by students in wheelchairs. The Distance Education Classroom, which is set up to accommodate thirty-six laptop computers, has two ADA compliant workstations. It also has three LCD projectors, two video cameras, a visualizer, and color and black and white printers.

Title 5 grant funds have been used to install distance education equipment in rooms on both the main Visalia Campus and the Hanford Center. Classes that originate at one site can be broadcast simultaneously to the other. Among other things, this arrangement will increase the enrollment of historically low-enrolled classes by allowing the same class to be offered at two locations simultaneously. Also, the ability to partner with other colleges in distance education programs will also be expanded.

#### Evaluation:

The College substantially meets this standard. Library and learning resources are available to students and faculty at the LRC, at the Hanford Center and through the LRC Website.

The Accreditation Survey shows that while faculty, administrators and students all agree that providing services to students at remote locations is important, students placed somewhat less importance on it. Interestingly, students were more likely than faculty and administrators to agree that remote services are actually available. However, a large proportion, about 30% of each group, indicated they Do Not Know if library, media and tutorial services are available at remote locations. This could be a result that they do teach or take course at these sites and so, are unaware if they are available.



<b>Statement: Library, Media, and Tutorial Services are available to students at other locations.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Students
Great/Moderate Importance	84.6	83.3	71.7
Little/No Importance	5.1		7.2
Do Not Know	10.3	16.7	21.1
Level of Agreement	Faculty (FT & PT)	Administrators	Students
Strongly Agree/Agree	41.3	46.2	57.9
Disagree/Strongly Disagree	26.3	23.1	11.4
Do Not Know	32.5	30.8	30.7

The number of electronic databases available to the students has remained the same. The costs of the databases have increased in recent years while the amount of TTIP funds has remained constant. This jeopardizes the ability of Learning Resources to maintain subscriptions to all of the current databases.

The loss of the adjunct librarian hours has caused the library to be open four fewer hours per week, which has some negative impact on night students. Due to declining enrollment, the adjunct librarian who services the Hanford Center no longer makes regular visits. She fills all requests for reference service and class instruction by appointment only.

The larger Tutorial Center has increased the ability of the College to provide tutorial services. The Library Orientation Classroom in the new LRC is larger and better equipped than the one in the old Library, and has increased the librarian's ability to provide bibliographic instruction to students. The Distance Education Classroom that was built with the new LRC adds a new venue for providing instruction.

#### Planning Agenda:

1. See planning agenda 1 in standard II.C.1.a.

#### ***d. The institution provides effective maintenance and security for its library and other learning support services.***

#### Description:

Security in the LRC is addressed in several different ways. LRC staff received training from the Campus Police Chief in security procedures and has discussed security issues in meetings as needed. A *Learning Resource Center Conduct Policy* has been written and posted in the building and on the website. However, there have been problems with loud, disruptive, and disrespectful students who have been intimidating to staff and students. In order to get things under control, a temporary part-time security guard was hired for the Spring 2006 semester. The LRC is situated in

close proximity to the Campus Police Station, affording quick response time when they are called for assistance. The Director of Learning Resources and Technology has discussed security issues with the Campus Police Chief and Dean of Students.

Confidentiality of staff and student personal information is maintained at all times. Personal information stored in LRC computers is not released to anyone unless they have proper authorization. Computer files are periodically purged to maintain confidentiality. Personal information on paper forms is kept in locked cabinets, and is shredded when no longer needed. COS student identification numbers are used instead of Social Security numbers to check out materials and to logon to LRC computers. The LRC staff has received training in USA PATRIOT Act provisions and how to respond to requests for personal information under its provisions.

Books and laptop computers are tagged to set off an alarm at the security gate at the entrance of the LRC if anyone tries to remove materials without authorization. The 3M Security system helps to prevent theft. There are student workers and/or LRC staff stationed near the gate to monitor the alarm. Antivirus software is installed and maintained on all campus computers by Computer Services. Computers in the LRC that are accessed by students also have Altiris monitoring software that allows staff to view what the student is viewing. This software is also used by librarians doing bibliographic instruction to view student work and provide assistance.

There is no staff stationed on the second floor of the LRC. In order to monitor the second floor, a Pelco security camera system has been installed. With it staff can monitor the second floor from the Reference, Circulation, and Computer Commons Desks on the first floor, or from selected staff computers. The Pelco security system was valuable in identifying a suspect in a bomb threat.

The staff entrance/emergency exits are alarmed on both floors of the building. A key is needed to leave the building through the emergency exits without sounding the alarm. The entire building is alarmed for unauthorized entry. Each authorized person has his/her own code which is entered on a key pad.

A number of maintenance issues with the new LRC were handled while it was under warranty. Since the warranty period has ended, maintenance needs are now reported to Facilities. Even though the new building has twice the square footage of the old Library, no additional custodial service has been provided. Routine maintenance of the instructional equipment and computers is handled by Instructional Media Services and Computer Services personnel. Computer Services has designated a staff person to maintain the LRC's approximately 200 computers. In the case of more difficult repairs, the audiovisual equipment and/or computers are sent to an outside repair facility.

#### Evaluation:

The College substantially meets this standard. In spite of ongoing efforts to maintain a quiet study atmosphere in the LRC, disruptive behavior has occurred. The camera system helps to document

incidents, but does nothing to prevent them. The Campus Police have been helpful in dealing with problem patrons.

Confidentiality and privacy issues are being addressed through current policies and procedures.

The building maintenance standard is achieved through the Facilities Department's work-order system. Instructional equipment and computer maintenance are achieved through staff assignments and outside repair procedures that are in place.

#### Planning Agenda:

No planning agenda is recommended at this time.

*e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

#### Description:

Since 1998, COS has had a contractual agreement with California State University, Fresno that includes provisions for their students to receive the same library service and access to materials that are provided to COS students. This includes use of the computers, reference service, and borrowing privileges. COS also provides space on its campus for CSU Fresno to have an off-campus program. In return the contract provides that CSU Fresno pays for the hours that a COS librarian works at the LRC on Saturdays. CSU Fresno also provides interlibrary loan service for books and magazines from its library to COS students on a priority basis. A library assistant processes and keeps track of the inter-library loans, which are usually filled within ten days. The librarians are also given access to CSU Fresno's electronic databases. COS students may not access the databases themselves, however the librarians can access them to answer reference questions. The librarian may print out articles from these databases to give to the student or request an inter-library loan if the article/book is not in the database full-text.

The Director of Learning Resources and Technology gets feedback from the librarians and interlibrary loan staff annually on how the arrangement is working. The Director then contacts CSU Fresno about renewing the Saturday librarian, database access, and interlibrary loan provisions of the MOU. It has been routinely renewed every year since its inception. A copy of the *Memorandum of Understanding Between California State University, Fresno and College of the Sequoias* is kept by the Director, Learning Resources and Technology.

In 2005, COS initiated an agreement with Fresno Pacific University (FPU) that is similar in some ways to the one it has with CSU Fresno. Under this agreement COS gains access to excess classroom space in FPU's Visalia facility in exchange for FPU students gaining access to the

services and collections of the COS LRC. The COS librarians are also given access to the FPU library's on-line databases. This new agreement will be reviewed annually to ensure that it is meeting the needs of COS and FPU students. A copy of the *Fresno Pacific University and College of the Sequoias Memorandum of Understanding* is kept by the Director, Learning Resources and Technology.

Evaluation:

The College meets this standard. The reciprocal agreement with CSU Fresno has enhanced services to students of both institutions for eight years. The impact of this relationship has been reviewed periodically, but no substantive changes have been made and none are foreseen. The agreement with FPU is new, but early experience is that it is also enhancing services to students of both institutions.

Planning Agenda:

No planning agenda is recommended at this time.

***2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provided evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

Description:

College of the Sequoias uses the Program Review process to evaluate programs and services every five years. Learning Resources underwent a full Program Review during 2000-2001. Each year thereafter the staff reviewed their progress toward meeting established goals and documented the results in Program Review Annual Updates. Learning Resources recently completed its 2005-2006 Program Review process. There were separate Program Reviews for the Library, Computer Commons, Instructional Media Services, and Tutorial Center. The Program Review process includes taking surveys of students, faculty, and staff in order to get direct feedback.

In addition to Program Review, the Learning Resources staff reviews services and materials on a continuous basis to ensure that student needs are being met. The Director of Learning Resources and Technology meets weekly with the librarians to discuss library services, including what students and faculty have been requesting. The Director also meets regularly with Instructional Media Services, Tutorial Services, and other classified staff to discuss issues, make plans, and monitor progress. Learning Resources is in the process of incorporating student learning outcomes into its review process in a more formal way with the use of procedures described in *Measuring What Matters: A Library/LRC Outcomes Assessment Manual* .

A review of usage of the old Library generated valuable information that was incorporated into plans for the new Learning Resource Center. The number of computers in the Computer

Commons was increased from 48 to 82. This reduced, but did not eliminate, the waiting lines to get on a computer during peak hours. There are also more study rooms, which again are usually all in use during peak hours. The perceived need to increase distance education offerings led to the construction of distance education classrooms in both the LRC and the IMS area.

Librarians who conduct bibliographic instruction work directly with instructors to tailor the instruction to specific course needs. After selected bibliographic instruction sessions, the students are surveyed for feedback. Similar surveys are also taken at the end of selected Library 101, 102 and 103 classes.

As noted in II.C.1, an ad hoc Tutorial Services Committee studied the needs of students for different kinds of tutorial services, and made recommendations for the creation of new tutorial programs. These include a Math Lab, Learning Skills Lab, and Writing Center. The Math Lab opened in February, 2006, and the Learning Skills Lab and Writing Center will open in August, 2006. A Writing Center had existed in previous years, but became inactive several years ago. This newly restructured Writing Center will be an integral part of tutorial services offered at COS.

Learning Resources staff members, both faculty librarians and classified personnel, participate on various campus committees and task forces. In these positions they receive feedback on the effectiveness of Learning Resources materials, programs, and services. This information is then shared at staff meetings, and becomes part of the planning process. For example, two IMS staff are on the Institutional Technology Committee where they receive information about instructional technology needs, and participate in developing plans to meet those needs.

Learning Resources participates in three annual surveys that provide information that is used in analyzing how well the Library is meeting student needs. They are the California Community College Chancellor's Office survey of libraries and learning resource centers, the Association of College and Research Libraries survey, and the National Center for Educational Statistics survey.

#### Evaluation:

The College meets this standard, through the Program Review process. Program Review is ongoing and is integrated into the planning processes of the College. Goals are set based on the review and progress toward achieving the goals is evaluated annually.

Students receiving bibliographic instruction generally rate the experience very highly on surveys. Instructor satisfaction is evident by the high demand for this service. Survey results and high demand also indicate satisfaction with tutorial services. Instructors have also given positive feedback indicating their satisfaction with Instructional Media Services.

The three outside surveys Learning Resources participates in provide useful statistical information. Also, comparing COS responses to the averages gives us an indication of where we stand in relation to other community colleges.

The Accreditation Survey contained two statements which were worded slightly differently, but they address the same issue. That issue is how well the various Learning Resources programs support student learning. Not surprisingly, over 80% of the students, faculty and administrators agreed or strongly agreed that it is important for Learning Resources to support student learning. Over 80% of each group also agreed that the Learning Resources programs providing library, media and tutorial services do support student learning.

<b>Statement: The services provided by the Library, Media, and Tutorial Services support student learning.</b>	
Level of Importance	Students
Great/Moderate Importance	87.1
Little/No Importance	5.0
Do Not Know	7.9
Level of Agreement	Students
Strongly Agree/Agree	84.9
Disagree/Strongly Disagree	5.3
Do Not Know	9.8

<b>Statement: The services provided by Learning Resources support student learning.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	92.4	84.6
Little/No Importance	5.1	7.7
Do Not Know	2.5	7.7
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	82.5	83.4
Disagree/Strongly Disagree	10.0	8.3
Do Not Know	7.5	8.3

### Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. Technology Plan 2.0
2. Accreditation Survey Results
3. 3M Security Log
4. Assumptions & Proposals for Tutorial Center
5. Learning Resource Center Equipment List
6. Tutorial Center Statistics
7. Bibliographical Instruction Statistics
8. Reference Interview Report
9. Learning Resource Center Conduct Policy
10. College of the Sequoias & CSU Fresno MOU
11. College of the Sequoias & Fresno Pacific University MOU
12. Library/LRC Outcomes Assessment Manual
13. Learning Resource Center Program Review Report
14. Technology Plan 1.0

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

### A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

*1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

*a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

#### Description

The policy for hiring faculty is found in the Board Policy 5000. The current faculty hiring procedures were adopted by the Academic Senate and the Board of Trustees in November 2000. The procedures outline the entire process for hiring of both full-time and adjunct faculty.

Faculty job descriptions are jointly developed by area faculty and Human Resources. The job description includes description of the position, minimum qualifications and desirable qualifications. The job descriptions include information on courses to be taught, academic responsibilities, academic and work experience needed, and knowledge of and commitment to working with students of diverse backgrounds. The Screening Procedure and Application Procedure are also outlined in the job description. Faculty degrees must be from an accredited institution. Applicants claiming equivalency must follow Board Policy 5001 and go through the Equivalency Procedures prior to interviewing.



Faculty make up the majority of the faculty hiring committees. There may be up to five faculty on the hiring committee. The Committee screens the applications and determines who to interview. The Hiring Committee develops the interview questions and answer criteria. They determine the teaching demonstration topic(s) and any other requirements (tests, syllabi, etc.) of those applicants to be interviewed.

There are no Board Policies on hiring for Administrative or Classified Personnel. The *Personnel Policies for Management Council* does contain information on recruitment and selection of management and confidential employees.

However, pursuant to the classified collective bargaining agreement, representatives from both the classified employees association and the Human Resources Office collaborate to develop classified job descriptions. Job descriptions include: description of the position, minimum qualifications, duties, conditions of employment, working conditions, screening procedure and the application procedure. Classified job descriptions must be approved by the Board of Trustees. Additionally, classified employees participate in the hiring process of classified positions.

When a management position opens up, the supervisor responsible for the management position works jointly with the Human Resources Office to develop a job description. Job descriptions include: basic function, representative duties, required knowledge and abilities, education and experience, working conditions, screening procedure and the application procedures. Management job descriptions must be approved by the Board of Trustees.

Selection of management positions include input from at least one faculty representative (appointed by the faculty association) and an equal number of faculty representatives who are appointed by the Academic Senate President. Additionally, the District may invite additional faculty, a CSEA member, an adjunct faculty member, and/or a student and community member to serve as needed.

### Evaluation

The College partially meets this standard.

The policy and procedures for hiring faculty, both full time and adjunct, are well established and public. The policy and procedures fully meet this standard.

The College does not adequately meet the standard as it relates to the hiring of classified staff or of administrators. There are no Board Policies regarding the hiring of classified staff or administrators. While there are some procedures that are outlined in various places, such as contracts, the procedures are not comprehensive and are not easily accessible to members of the campus community or to the public in general. In addition, the lack of concrete procedures leaves open the possibility that hiring of these positions will not be uniformly implemented.

An example of a problem occurred when hiring a classified position in Computer Services. During the interview, the job description and classification were altered and a person hired, without re-opening or announcing this new position.

The Accreditation Survey did identify concerns among all groups about hiring personnel based on established criteria. However, the statement also includes hiring to meet the goals and objectives of the College. It is not possible to determine whether either or both of these factors are the

concern for these individuals. Nearly twenty percent of all groups feel that the College could improve its handling of hiring.

<b>Statement: Personnel are hired based on established criteria related to the College's goals and objectives.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	96.1	91.7	94.1	100
Little/No Importance	2.6	8.3		
Do Not Know	1.3		5.9	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	71.1	84.6	63.6	60.0
Disagree/Strongly Disagree	19.7	15.4	23.7	20.0
Do Not Know	9.2		12.7	20.0

### Planning Agenda

1. Human Resources will work with the appropriate groups and develop comprehensive hiring procedures and Board Policies for classified staff and administrators.

*b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### Description

The Board of Trustees conducts an evaluation of the Superintendent/President yearly, to be completed no later than June. Board Policy 1001 outlines the evaluation procedure for the Superintendent/President.

Board Policy 5070 states that Full-Time Faculty will be evaluated yearly prior to tenure and every other year after tenure. Currently, non-tenured faculty are evaluated yearly, but tenured faculty are evaluated once every three years. The evaluation procedures were developed jointly by the Academic Senate and Administration and were included in the COSTA Master Agreement. The evaluation process for faculty identifies the purposes of evaluation as: "recognize and acknowledge good performance, to enhance satisfactory performance and help employees who are performing satisfactorily to further their own growth, to identify weak performance and to assist employees in achieving needed improvement, and to document unsatisfactory performance."

Board Policy 5560 outlines the evaluation procedures for Adjunct Faculty. Adjunct Faculty are evaluated during their first semester and at least once every 6 semesters after that. There is no

statement of purpose(s) for the evaluation in BP 5560 or in the master agreement for this group (COSAFA).

Classified personnel evaluation is set forth in Board Policy 6000. The procedures are outlined in the master agreement with CSEA. Classified personnel are evaluated yearly. There is no statement of purpose(s) of evaluation for this group.

There are no Board policies regarding the evaluation of management and Confidential employees. The *Personnel Policies for Management Council* lay out the evaluation process for these groups. Each administrator and confidential employee is formally evaluated at the end of his/her initial year and every two years thereafter. The evaluations include Action Plans for improvement.

The criteria for evaluations of all employees are stated in the procedures and evaluation forms.

Responses to evaluations are completed within set deadlines for each group of employees.

Recommendation 3 from the 2000 Accreditation Visiting Team Report directed the College to "Review the faculty evaluation process including tenure review of faculty, and implement appropriate changes with all due speed." After review by the Academic Senate and negotiation by the faculty association, the faculty evaluation process was altered slightly. The format of the evaluation was altered, the student survey was altered, the Division Chairs were removed from the process, and the timeline and specific responsibilities were delineated. No dialogue and no changes to tenure review have occurred.

### Evaluation

The College partially meets this standard. There are established Board Policies for Faculty (full-time and part-time) and for Classified personnel. There are procedures for the evaluation of all campus constituencies. These policies and procedures appear to be uniformly applied.

The College does not meet this standard as it relates to Administrators and Confidential Employees. There are no Board Policies for these groups. In addition, the availability of the procedures is limited. The *Personnel Policies for Management Council* is not widely available. Members of the Management Council have copies, but they are not currently available on the web or in other locations.

Only the *COSTA Master Agreement* stipulates the purpose of the evaluation process as to promote improvements. The Accreditation Survey identifies a serious deficiency in the effectiveness of the evaluations and their ability to bring about improvement in job performance. A very large percentage of all groups disagree that evaluations lead to improvement. It can be assumed that the perception is that in many cases evaluations are merely forms that must be completed. It is particularly troubling that the faculty evaluation procedure has been recently changed and still this perception persists. It must be noted that this statement does not distinguish between perceptions of the evaluations within a group (ex.: faculty have issues with faculty evaluations) or perceptions of evaluations of other groups (ex.: classified have issues with administrator evaluations).

<b>Statement: There is a connection between evaluations and improvement in job performance.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	88.9	84.6	96.1	100
Little/No Importance	5.5	15.4		
Do Not Know	5.6		3.9	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	43.8	61.5	56.4	40.0
Disagree/Strongly Disagree	48.0	38.5	30.9	60.0
Do Not Know	8.2		12.7	

The criteria for evaluations are set out in forms used for each group. There have been some issues related to which criteria should be mandated in the evaluation process for faculty. One such area is the participation in institutional committees by faculty, which is not currently required. The Accreditation Survey assessed the perception of Faculty and Administrators on this subject. It should be noted that job announcements for faculty generally include in the description of the position "participation in the governance of the College by way of committee assignments...". As can be seen, the majority of faculty and administrators believe this is important and agree that it should be included in the evaluation of faculty members.

<b>Statement: Faculty evaluations should include information on participation in institutional committees, councils, etc.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	68.1	91.7
Little/No Importance	27.7	8.3
Do Not Know	4.2	
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	58.3	100
Disagree/Strongly Disagree	38.1	
Do Not Know	5.6	

### Planning Agenda

1. Human Resources will work with the appropriate groups and develop Board Policies for the evaluation of confidential employees and administrators.
2. Academic Senate will review the evaluation process and content of faculty evaluations and make recommendations for changes that will reflect professional obligations, other than teaching, and will strengthen the connections between the evaluation and improvement in job performance.

3. CSEA will review the evaluation process and content for classified staff and make recommendations that will strengthen the connections between the evaluation and improvement in job performance.
4. The President's Cabinet will review the evaluation process and content for administrators and confidential employees and make recommendations that will strengthen the connections between the evaluation and improvement in job performance.
5. Human Resources will initiated a change in Board Policy 5070 to reflect the practice of evaluating tenured faculty once every three years.

*c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

#### Description

The evaluation of faculty includes an evaluation of teaching methods, materials and effectiveness. Faculty are evaluated based on their ability to "assist students in attaining the learning goals of the course" (COSTA Master Agreement). Faculty are to develop specific goals and objectives for meeting the official course outlines and their success as an instructor should be judged on how they meet these specific goals and objectives.

#### Evaluation

The College does not meet this standard. The College is in the early stages of developing student learning outcomes. Identified student learning outcomes do not currently exist for all courses; and more importantly, there are no established assessment criteria to determine how well individual instructors are producing those learning outcomes.

#### Planning Agenda

1. The Academic Senate will make recommendations that incorporate the assessment of how effective the faculty are in achieving the student learning outcomes of their courses into their evaluation process.

*d. The institution upholds a written code of professional ethics for all of its personnel.*

#### Description

Within the *Personnel Policies for Management Council* is a "Statement of Ethics." This statement discusses: the definition of ethics, the importance of ethics and the District's expectations for ethical behavior. There is no information about whether the College upholds this policy.

A Statement of Professional Ethics was adopted by the Academic Senate and is published in the *General Catalog*. There is also a written policy on Academic Freedom. There is no information about whether the College upholds this statement.

There is no written code of ethics for classified personnel.

Evaluation

The College partially meets this standard. Written codes of professional ethics for administrators and faculty do exist however, there is no such policy for classified personnel. There is also no information as to whether these policies are upheld by the College or the respective constituencies.

Planning Agenda

1. CSEA will develop a written code of professional ethics for classified staff.

***2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.***

Description

A comparison of numbers of types of personnel between Fall 2004 and Fall 1999 is shown in the Table below. There has been a decrease in full-time faculty and classified and an increase in part-time faculty and administrators.

	Full-Time Faculty	Part-Time Faculty	Classified	Administrators
Fall 2004	157	284	191	30
Fall 1999	160	256	221	32
Percent Change	-1.25%	10.9%	-15.7%	7.1%

The College has generally maintained a high percentage of full-time faculty. In order to meet funding criteria by the State, the College will be hiring six new full-time faculty beginning Fall 2006. Full-time faculty positions were lost during the fiscal crisis the State and the College experienced several years ago.

Although the numbers indicate an overall increase in the number of administrators, this is somewhat deceiving. Some administrative positions were established because of grant requirements. In addition, some areas of the campus, most notably Academic Services, have lost administrators which have not been replaced.

The loss of classified personnel over the last several years has been the most severe. The impact of these reductions is dependent on the departments affected. The majority of these losses were due to not replacing retiring personnel during the time of fiscal constraints.

All personnel hired must meet the minimum qualifications for their respective positions. This includes educational background and work experience.

### Evaluation

The College substantially meets this standard. There are sufficient numbers of full-time faculty. The sufficiency of administrative and classified personnel is problematic and area dependent. Some areas have sufficient staff, others may not.

### Planning Agenda

No planning agenda is recommended at this time.

***3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.***

### Description

Board Policies related to Human Resources have been developed and approved periodically. Review of Board Policies in general begins in the area associated with the policy, in this case Human Resources. Policies are taken to the College Council for review and input. Some policies related to Human Resources must be reviewed and approved by the appropriate constituent groups (Academic Senate, COSTA, CSEA, COSAFA and Management Council). After approval by the above groups, policies then go to the Board of Trustees for final approval and adoption. All policies related to personnel are available on the College website.

Procedures related to Human Resources are developed in a similar manner. Most procedures are available on the College website. The exception is the *Personnel Policies for Management Council*. This publication is not available on the website. Current members of Management Council do have copies of this publication.

Each constituent group has a process by which they can protest if they feel a policy or procedure was not equitably applied in a particular instance. For those groups represented by bargaining units (COSTA, COSAFA, CSEA), there are formal grievance procedures. Administrators and Confidential employees have a procedure outlined in the *Personnel Policies for Management Council*.

### Evaluation

The College substantially meets this standard. For those policies that exist, they are updated as required and available for information and review. One area of concern is the lack of availability of the *Personnel Policies for Management Council* to the College as a whole.

### Planning Agenda

No planning agenda is recommended at this time.

***a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.***

Description

Board Policy 4000 is a policy on Equal Employment Opportunity. It was revised in November 2003. All job announcements contain an Equal Employment Opportunity statement. Human Resources Mission Statement includes a section stating their goal of "Ensuring compliance with Affirmative Action, equal opportunity and applicable legal mandates...". The Faculty Hiring Procedure includes sections on Affirmative Action and how it is to be applied during the hiring of faculty. Training for hiring committees in affirmative action is provided.

Job announcements are placed in a number of publications with the intent of reaching a diverse population (publications include: Black Careers Now, Asian Pacific and Hispanic Hotline).

The College has a Faculty & Staff Diversity Committee. The committee consists of administrators, faculty and staff.

All applicants that are interviewed are asked to fill out an exit survey in order to receive feedback on their perceptions of our procedures.

In addition to policies, unit contracts outline procedures to ensure fair treatment of their respective members. These include evaluation procedures, grievance procedures, and re-classification procedures

Evaluation

The College meets this standard. The policies and procedures in place ensure fairness.

Planning Agenda

No planning agenda is recommended at this time.

***b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

Description

Personnel records are maintained in the Human Resources office. They are kept in locked cabinets in a separate room in the office. This room is also used for interviews and meetings.

Utilizing the Banner software, each employee has access to some of their personnel file. These include time sheets, benefits, tax information, addresses and phone numbers, and emergency contact information.

Additionally, pursuant to State law, employees have the right to inspect their personnel records maintained in the Human Resources Office.

Evaluation

The College meets this standard.

Planning Agenda

No planning agenda is recommended at this time.



***4. The institution demonstrates through policies and practices an appropriate understanding of and a concern for issues of equity and diversity.***

Description

Within every job announcement it states “COS is an Equal Employment Opportunity Employer, committed to equal opportunity and treatment in all aspects of its relations with faculty, students and staff members, without regard to race, color, national and ethnic origin, sex, sexual orientation, marital status, religion, age or handicap.” Additionally, this is stated within Board Policy 4000. The job announcement also includes a statement in the job description and desirable qualifications that applicants be willing to contribute and participate in creating and sustaining a “an atmosphere of equity, justice, and an appreciation for diversity ...”

Additionally, it is the practice of the Human Resources Office to train every hiring committee of its commitment to equity and diversity before all job applicant interviews.

And finally, there is a Faculty & Staff Diversity Committee.

Evaluation

The College meets this standard.

Planning Agenda

No planning agenda is recommended at this time.

***a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel***

Description

The College understands the importance of promoting diversity on campus and in supporting its diverse personnel. The Human Resource Office encourages all hiring committees to include diverse members and provides some affirmative action training. Once hired, COS is also committed to supporting its diverse personnel. There exist many opportunities for employees to participate in activities for our diverse campus community. These include, but are not limited to, Multi-Cultural Fair, Cinco de Mayo, and Club Rush.

Evaluation

The College substantially meets this standard.

The Accreditation Survey identified that the vast majority of personnel believe that it is important that the College have these programs and nearly the same majority agree that the College achieves this goal.

<b>Statement: Through programs, practices and services, an understanding and appreciation for diversity is promoted.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	88.2	76.9	98.0	80.0
Little/No Importance	9.2	23.1	2.0	20.0
Do Not Know	2.6			
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	84.1	76.9	83.3	100
Disagree/Strongly Disagree	11.6	15.4	14.8	
Do Not Know	4.3	7.7	1.9	

### Planning Agenda

No planning agenda is recommended at this time.

*b. The institution regularly assesses its records in employment equity and diversity consistent with its mission.*

### Description

The diversity of the College personnel is tracked and reported to various campus groups. The makeup of college personnel is compared to the surrounding communities. While the diversity of college personnel does not exactly match the demographics of the District, the College has made improvements in the diverse makeup of its staff.

### Demographics of College of the Sequoias Fall 2004 & Fall 2000

Category	Fall	Kings & Tulare County	Students	FT Faculty	PT Faculty	Classified	Administrators
American Indian	2004	0.9%	1.3%	1.3%	0.7%	3.7%	0.0%
	2000	0.9%	1.5%	0.5%			0.0%
Asian/Pacific Islander	2004	3.2%	6.0%	3.2%	1.8%	5.6%	0.0%
	2000	3.3%	4.8%	2.9%			0.0%
Black	2004	3.0%	3.6%	5.1%	0.4%	0.0%	3.3%
	2000	3.2%	3.0%	(5.2%)			0.0%
Hispanic	2004	51.8%	42.6%	11.5%	9.9%	31.7%	23.3%
	2000	48.9%	40.4%	7.6%			25.9%
White	2004	39.2%	38.0%	79.0%	73.9%	59.0%	73.3%
	2000	42.5%	44.2%	83.7%			74.1%
Other/Unknown	2004	8.4%	8.5%	0.0%	13.4%	0.0%	0.0%
	2000	1.2%	4.5%				
Male	2004		40.2%	50.3%	57.4%	32.3%	70.0%
	2000		40.8%	52.3%			59.3%
Female	2004		59.8%	49.7%	42.6%	67.7%	30.0%
	2000		59.2%	47.7%			40.7%

- County Data from Census/American Fact Finder
- Fall 2004 data source: IPEDS data for 2004-05
- Fall 2000 data source: Personnel Records; none available for PT Faculty or Classified

### Evaluation

The College meets this standard. The institution remains committed to the promotion of diversity in its personnel and has achieved some success in regards to increasing the diversity of its personnel.

### Planning Agenda

No planning agenda is recommended at this time.

### ***c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.***

#### Description

There are safeguards to ensure that all employees and students at COS are treated fairly. Within the COSTA, CSEA and COSAFA Master Agreements – employees are given certain rights to guarantee their fair treatment. Bargaining unit employees are provided representation throughout their careers at COS.

Administration is provided guarantees of equitable treatment – as contained in the *Personnel Policies for Management Council*.

Students are provided fair and equal treatment as outlined in the *Student Handbook*, which is maintained by Student Services.

#### Evaluation

The College meets this standard. The policies and procedures are in place to safeguard all employees and students.

#### Planning Agenda

No planning agenda is recommended at this time.

### ***5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

#### ***a. The institution plans professional development activities to meet the needs of its personnel.***

#### Description

Staff development activities have been reduced. In August of 2003, COSTA, the faculty association, and the District signed a MOU that limited mandatory Flex activity to two days/year, one each at the beginning of each term. Faculty are required to attend a campus-wide meeting, whose content is determined by the administration; and a Division Meeting. Previously, there

were five Flex days per year. Significant numbers of workshops were offered on campus, as well as a campus wide meeting with an invited speaker during the Flex days. In addition, State funding for faculty development has been eliminated in the last several years. In 2001-02 the College received \$15,671 for faculty staff development and has received no funds since that time. Workshops are still offered on campus at various times throughout the academic year.

The Academic Senate has discussed the number of Flex days and has passed a resolution to increase the number to six days per year, or three per semester. This increase must now be negotiated by the faculty association.

Faculty continue to have access to funds in order to attend professional meetings. These funds are mandated by contract and are administered by the Division Chairs and Instructional Council. The procedures and guidelines for approval are developed and enforced by the Instructional Council. Each faculty member is allowed two conferences and a minimum of \$200/year. The number of faculty that avail themselves of this opportunity varies from year to year. On average approximately 45 faculty attend conferences each year.

Faculty also have the ability to take sabbatical leaves. Faculty are eligible for sabbatical leaves after seven years of service and again once every seven years thereafter. Sabbatical leave requests are submitted to the Faculty Enrichment Committee. They recommend to the Superintendent/President proposals for approval. Sabbatical leaves were suspended for two years during a fiscal crisis. They have been reinstated beginning Spring 2006. Faculty have been required to make presentations to the Board of Trustees upon completion of their leaves.

Classified employees are afforded personal growth through PACE, Professional Association of Classified Employees. Classified employees have development activities planned for and implemented by the PACE committee. In accordance with their Master Agreement, Classified employees are periodically asked to participate in district-sponsored training or to attend conferences. CSEA provides scholarships of \$250 for its members to further their education

As outlined in the *Personnel Policies for Management Council*, Administrators are afforded the opportunity to attend conferences relevant to their job duties. However, funds for attendance and getting time off from campus duties can be problematic.

In addition, the College has arranged for allowing all staff at COS to take courses at COS at no expense to the employees. These procedures were implemented Spring 2006.

### Evaluation

The College substantially meets this standard. There are opportunities for professional development for all employees.

However, the Accreditation Survey identifies significant dissatisfaction by faculty and administrators regarding their professional development opportunities. Whether or not the return to increased number of Flex days will alleviate this dissatisfaction remains to be seen. It is also possible that this dissatisfaction is related to the increased costs of attending professional conferences and the perception that \$200/year is not a sufficient amount of funds.

<b>Statement: The institution provides appropriate professional development opportunities.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	92.3	91.7	98.0	100
Little/No Importance	3.9	8.3		
Do Not Know	3.8		2.0	
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	31.2	7.7	55.6	60.0
Disagree/Strongly Disagree	61.0	84.6	38.8	20.0
Do Not Know	7.8	7.7	5.6	20.0

### Planning Agenda

1. The Academic Senate, PACE and the Management Council will research the professional development needs of their relative constituencies to better understand the source of dissatisfaction and then make recommendations on improving professional development opportunities.

*b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### Description

Previously, Flex workshops would be evaluated by the attendees. The results were reviewed by the Faculty Enrichment Committee. The Faculty Enrichment Committee was responsible for overseeing and developing the Flex schedule of workshops and events. The committee had representatives from every division. The committee was disbanded for a couple of years because of the loss of staff development funds, the loss of sabbatical leaves and the loss of reassigned time for the chair of this committee. This committee has begun its work again with the reappearance of sabbatical leaves

There are no current evaluations of professional development opportunities being conducted. This includes all aspects of professional development: sabbatical leaves, professional conferences, on-campus activities and Flex meetings at the beginning of the semesters.

### Evaluation

The College does not currently meet this standard. When there were Flex workshops, evaluations were conducted and results evaluated in an attempt to provide quality development opportunities for faculty. However, no current systematic review of developmental opportunities is being conducted.

### Planning Agenda

1. See planning agenda 1 in standard III.A.5.a.

***6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.***

Description

Planning for human resources occurs in all areas during the process of Program Review. Areas evaluate their needs and justify requests based on their findings. Requests for additional personnel are submitted to the appropriate committees for review and recommendation.

Faculty positions are taken to Instructional Council. Based on established and published criteria, Instructional Council ranks the faculty positions requested from divisions. Their recommendations are forwarded to the College Council. The College Council may alter the recommendations, which are then sent to the President's Cabinet for final review and recommendations. The number of positions finally approved is based on requirements for full-time/part-time faculty ratios as set by the State and by available funding.

Most classified positions and administrative positions identified in Program Review documents are presented to the College Council for review and recommendations. These recommendations are forwarded to the President's Cabinet for final approval. The number of the positions hired is determined by available funding.

Unplanned changes in Human Resources do occur because of resignations, grants, extended illnesses, etc. In these instances, the appropriate Dean for the area affected consults with the personnel from the affected program or service. Based on that consultation and the overall needs of the College, a recommendation regarding replacement of the lost personnel is made to the President's Cabinet for their consideration.

Evaluation

The College meets this standard. The use of Program Review as a source for all personnel requests ensure that decisions are made in light of program need and in the context of needs in other programs and services.

Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. Accreditation Survey Results
2. Board of Trustees Policy Manual
3. Student Handbook
4. Faculty Job Descriptions
5. Equivalency Procedure & Forms
6. Faculty Hiring Screening Forms
7. Classified Job Descriptions
8. Administrator Job Descriptions
9. COSTA Master Agreement
10. CSEA Master Agreement
11. Evaluation Documents for Employee Groups
12. Personnel Policies for Management Council
13. Statement of Professional Ethics – Faculty
14. Faculty & Staff Diversity Committee Minutes
15. Faculty Conference Procedure and Forms
16. Sabbatical Leave Requests
17. Request for Replacement/New Faculty Forms and Criteria

## Standard III: Resources

### B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

*1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

#### Description

The size of the facilities is a major aspect of the physical resources of the college. The College of the Sequoias currently has 510,270 gross square feet of buildings that the district owns or leases. This represents an increase from 410,632 gross square feet in 2001-02. The College also offers classes at facilities that are under the management of other agencies. These include area high schools, the Tulare County Department of Education, a senior center and an art center.

One method to measure sufficiency is the use of the formulas developed by the Chancellor's Office. The Capacity/Load ratio is the primary mechanism employed to determine if a college's space is adequate and/or if they are eligible to request funds for buildings. Ratios over 100% are deemed under utilized and those under 100% could qualify the college for additional square footage. For 2004-05, COS under utilized lecture spaces (103%) and office spaces (111%). The laboratory spaces (87%), library spaces (65%) and AV/TV spaces (24%) all indicate the need for additional room.

The Chief of Campus Police is the Safety Officer. Unsafe conditions are reported to that office. Depending on the nature of the condition, Campus Police may be dispatched, the maintenance department may be notified, or the matter may be referred to the Institutional Facilities Committee for evaluation and recommendations.

The Facilities Office reviews all Program Reviews produced on campus to identify maintenance or safety issues. If the identified problems are not major projects, then they are assigned to the appropriate personnel for completion. Major projects that require additional funding are handled by the Above Base Budget request mechanism.

The college has recently added significantly to its ability to offer distance education classes. As stated in previous sections (II.C), the LRC has a classroom outfitted for distance education classes. In addition, grant money provided funding for the addition of another distance education room in the Instructional Media Center.



## Evaluation

The College meets this standard as it relates to sufficiency of physical resources. The size of the facilities is adequate to allow the functioning of all programs and services. The State formulas indicate sufficient spaces for lecture and offices and a shortage of laboratory, library and AV/TV spaces. These represent a global evaluation and do not take into account spaces allocated for specific programs and services and whether or not they are adequate for the program or service that uses them. Spaces under utilized by programs or services can hinder the ability of the district to qualify for additional buildings.

The college meets the standard as it relates to safety of the physical resources. A review of the accidental injury reports for the last several years indicates a decrease and leveling off from a high of 23 in 2001. During this time the college has increased in physical size, and in the number of students and staff members using the facilities.

	2000	2001	2002	2003	2004
<b>Accident Reports</b>	16	23	13	12	13

Another measure of safety was identified in the Program Review survey conducted by Facilities Services. The survey asked a question that relates to safety on campus: "How do you feel about exterior lighting at COS?" Of the 353 respondents, 27.8% gave this a grade of A or B, 41.9% gave it a grade of C and 24% gave it a grade of D or F.

## Planning Agenda

No planning agenda is recommended at this time.

***a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.***

## Description

Programs and services within the college evaluate their physical resources during their Program Review cycle. They identify facility issues including sufficiency of space and maintenance requirements. Requests of maintenance and upgrades/remodels are submitted through the funding mechanism of the College Council. The College Council determines the funding recommendations for these projects. The same process is used in evaluating equipment within each program and service. Whether these projects and requests are completed also depends on the funding available. Projects/requests can be highly recommended, but without sufficient funding, they are not accomplished. Projects have stayed on the list for years before being funded. Sometimes requests that were less expensive were completed prior to more expensive projects that were higher on the recommendation list. Equipment requests are divided into two categories, Instructional Equipment and Non-instructional Equipment. Instructional equipment funds

received from the State are used to fund the prioritized list of equipment requests. Generally, the requests were funded down the list until the funds were expended. In years when there was substantial funding, most requests were funded. In years with little funding, few requests were funded. Non-instructional equipment requests are funded from the general fund. There has not been a set amount allocated to fund these requests. Instead, the requests have been prioritized and then awaited a decision by the President's Cabinet on how much funding to allocate to this endeavor. In recent years, this has been zero. In an attempt to help areas purchase their own equipment, the District has allowed supply money to be carried forward to the next fiscal year in an attempt to get enough funds together to make the necessary purchases.

Program Reviews provide the basis for the *Educational Master Plan* of the college, including the physical resources that are needed. Capital outlay projects, such as new buildings, are identified based on the *Educational Master Plan*. However, the California Community College system guidelines must validate the need based on their formulas. These formulas do not take into account the age of the buildings or the changes in programs and instructional methods. In addition to Capacity/Load ratios, the State formulas currently include the ability of the District to supplement funding of new facilities with local bond monies. COS has been unable to pass local bond measures.

COS has attempted three times to pass local bond measures to fund additional facilities at the Visalia campus, the Tulare Center and the Hanford Center. Two of the attempts were prior to the changing of the law requiring a two thirds majority to pass local bonds; the third attempt was under the new provision of needing only 55%. Unfortunately, with each attempt, there was a decrease in the overall percentage of votes for approval of the bonds. While outlying areas voted in favor of the bond measures, the residents of the City of Visalia did not. Given the formulas in place at the Chancellor's Office, COS is at an extreme disadvantage in further attempts to qualify for building funds.

The process of identifying a need and working through the system can be illustrated with the Nursing and Allied Health Building. The needs of the program for additional spaces were identified in 2002. The State formulas concurred with the need and a Final Project Proposal has been submitted that would allow the program to double in size. Faculty from the program were included and consulted throughout the planning process to ensure that the spaces planned fit the needs of their program.

The District has received funding to construct a new Science Building. However, the building has been delayed because all bids came in significantly over budget. The lag time between submittal of a proposed building and the funding of that building is substantial and the increase of building costs over the last several years has far exceeded anything that could have been foreseen. The building has been "value engineered" and is still over budget. The Board of Trustees has voted to sell land owned by the District in order to make up the short fall. Construction began in 2006.

Another example of planning and improving physical resources can be seen in the new Student Center. The Student Center was opened in Fall 2005. In addition to the Associated Student

Body offices and student lounge, the Student Center houses the campus Bookstore, Student Health Center and a student-run branch of a local credit union. The Student Center is housed in the remodeled Library building. The Student Center was planned in collaboration with the ASB. Students voted on and approved the Student Center in Spring 2003. This approval (72% of the vote) included a student fee that started being assessed in Fall 2003. The student fee (\$1/unit to a maximum of \$5) is helping to cover the costs of the re-modeling of the building. The Bookstore also contributed to the costs.

### Evaluation

The College substantially meets this standard as it relates to planning and building physical resources. The college has been successful in the recent past in receiving State funding for additional buildings. The process of planning ensures the integration of the facilities with the Educational Master Plan and the full participation of those who will be housed in those facilities. However, the College has struggled with the increasing costs of building and maintenance at a time when fiscal resources on campus and from the State have been reduced.

The College meets the standard as it relates to maintaining, upgrading or replacing its physical resources in that there exist processes by which programs and services can request these actions. However, the ability of programs and services to accomplish this is necessarily impacted by the funding available for each of these endeavors. The Facilities Department budget was reduced by \$489,000 in 2002-03 compared to the previous year's budget (total \$4,144,691). This funding level has not been restored as of Fall 2005. During this same period, additional buildings have been added to the campus and overhead costs, such as electricity, gas and cleaning supplies are continuing to increase. In addition, there has been no funding for facility remodel/upgrade requests since that time. Previously, there was approximately \$200,000 allocated annually for those requests. During the State financial crisis in 2002-03, individual programs and services were also asked to cut the base budgets for supplies and maintenance by 25%. These funds have not been restored as of Fall 2005. Funds for equipment requests, especially non-instructional equipment, have been sporadic at best and non-existent at worst.

The Accreditation Survey assessed the perception of the campus constituencies as to the maintenance of the facilities as shown below. The rating of the importance was nearly 100%. However, the agreement levels indicate some concerns about the maintenance and effective operation.

<b>Statement: Facilities are maintained and operated effectively in support of programs and services.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	100	100	98	100
Little/No Importance			2	
Do Not Know				
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	67.6	100	77.8	100
Disagree/Strongly Disagree	28.6		20.4	
Do Not Know	3.9		1.9	

During the last Program Review cycle (2002-03), Facilities Services surveyed students, faculty, staff and community members. Several questions relate to the ability of the existing facilities to support the integrity and quality of the services provided and to whether that are being properly maintained.

Question	% A, B	% C	% D, F
How do you feel about the condition of the grounds at COS?	59.6	30.5	8.7
How do you feel about the condition of the public areas in your building?	29.1	48.7	19.2
How do you feel about the condition of the classrooms/office you are in?	36.8	40.8	20.1

These questions also indicate some dissatisfaction with the facilities. However, these questions do not differentiate between problems due to maintenance and problems due to the age of the buildings.

The Accreditation Survey also asked students and classified staff to rate the sufficiency of equipment. As indicated in the table below, there is a significant dissatisfaction with equipment levels. While this question does not differentiate between instructional and non-instructional equipment, it can be reasonably assumed that Students were referring to instructional equipment, since that is what they would be utilizing. The lack of funds for non-instructional equipment would likewise disproportionately affect classified staff.

<b>Statement: There is sufficient equipment to support programs and services.</b>		
Level of Importance	Students	Classified
Great/Moderate Importance	80.2	94
Little/No Importance	7.9	
Do Not Know	12	6
Level of Agreement	Students	Classified
Strongly Agree/Agree	59.3	52.8
Disagree/Strongly Disagree	23.9	35.9
Do Not Know	16.8	11.3

### Planning Agenda

No planning agenda is recommended at this time.

***b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.***

### Description

As stated previously, Program Review offers programs and services the opportunity to identify facility issues with regard to access, safety and a healthful environment. The Institutional Facilities Committee, a standing committee of the College Council, is responsible for examining and making recommendations of campus-wide facility issues, including those covered in this standard. The Facilities Committee has representatives from all constituent groups and meets on a regular basis. An example of an issue they have been studying is the location of designated smoking areas on campus. To that end they researched the applicable laws, conducted a campus survey and made a recommendation to the College Council.

The DRC oversees compliance of the district with the American Disabilities Act. Access to facilities at the Visalia campus has been improved with the addition of an elevator in the Administration Building which allows access to classrooms and services on the second floor of that building. In addition, automatic doors have been installed in nearly all buildings.

Safety is maintained at the Visalia campus and the Farm by Campus Police. Employees of the Visalia campus are instructed to contact Campus Police in the case of any emergency. Campus Police then make a determination if any additional response from outside agencies is warranted. There are a number of buildings and rooms that are equipped with burglar alarms. Patrol of the Hanford Center by Campus Police was eliminated in 2004 and personnel at that location have been instructed to contact Kings County Sheriff's Department in the case of an emergency. The fire alarm system on the Visalia campus is not connected to the city's fire department. Personnel from the college must call the local fire department to elicit a response.

An Emergency Plan is in the process of being modified and updated by the Institutional Facilities Committee. The plan was originally taken from another institution and must now be altered to reflect the infrastructure and personnel responsibilities at this institution. The Emergency Plan will then go to the College Council for review and recommendation.

Periodically, there is a survey and identification of hazardous materials that must be properly disposed of. The Safety Officer is responsible for this process and for identifying the appropriate agencies to eliminate the materials. There is an allocation of funds to cover these costs.

In order to address maintenance issues in a timelier manner, the Facilities Office has instituted a computerized, web-based work order system. Any member of the campus community can report any maintenance problems that affect the working and learning environment around them. While the number of work orders has not changed significantly (929/6 months prior to new system, and 918/6 months with the new system), there has been a reduction in processing time of requests and more efficiency in assignment to the appropriate personnel for completion. Work orders are also no longer lost in the mail and the person requesting work receives an e-mail confirming the generation of the work order.

Issues of access, safety and security at locations not under the control of COS are reported to the appropriate administrator, who then contacts the persons responsible for those sites.

### Evaluation

The College meets this standard in all respects. The processes and personnel exist to ensure continued adherence to this standard.

The Emergency Plan, once completed, will fill a gap in the preparedness of the College. However, it is essential that this plan receive wide distribution and that the appropriate personnel receive whatever training is necessary to ensure the success of the plans in an actual emergency.

### Planning Agenda

No planning agenda is recommended at this time.

***2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

### Description

The College Council, along with its standing committees, is responsible for providing the global perspective in planning for the Institution. Proposals for additional buildings, for re-modeling and upgrading existing buildings and for the purchase of new/replacement equipment are all brought

to the College Council. With representatives from each constituency, these governance committees make recommendations to the President's Cabinet about all of these physical resource issues.

Each program and service is responsible for evaluating its physical resources during Program Review. During this process the programs are provided with appropriate data regarding their programs to help them in evaluating their needs. For example, divisions are provided with WSCH/Load information for the last several years and student service areas receive the number of students they served. The Educational Master Plan, which is derived from the Program Reviews, drives the 5 Year Construction Plan which is updated every year.

The Director of Facilities and Facilities Planning has conducted several meetings in which all campus constituents were invited to attend and participate. During these meetings the facilities plans were described, including potential funding sources, and questions and input were encouraged.

The College does not formally evaluate individual room utilization. Classroom utilization is determined by scheduling which is done within each division. In Fall 2005, a committee was established to look at how to increase the number of courses being taught by the College. This committee, the FTES Committee, is looking at numerous ways to increase offerings, including how classrooms are utilized. How they will evaluate utilization and what the outcomes of that evaluation will be, is not known at this time.

### Evaluation

The College partially meets this standard. The Program Review mechanism provides each area the method and the forum to evaluate their physical resources, including both facilities and equipment. The College Council and its Institutional Standing Committees are charged with making recommendations regarding physical resources to the President's Cabinet. The practice of the Director of Facilities and Facilities Planning of conducting campus-wide meetings to discuss the facility plans for the College and the District ensures adequate opportunity by all members of the campus to have input into those plans and to question them.

The College does not meet the standard with regard to evaluating classroom utilization (see III.B.2.b)

### Planning Agenda

1. The Facilities Office will work with Academic Services to develop a method by which effective classroom utilization can be assessed

***a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

### Description

The College ensures that the plans support the programs and services offered by the Institution by using Program Review as the basis for planning, by offering additional opportunities for input by the campus personnel and by gathering input from the community. The Program Reviews provide the basis for the *Educational Master Plan* which, in turn, drives the Facilities Master Plan. Community input is gathered at meetings with County Boards of Supervisors, with local City Councils, and with service organizations. The development of facilities in Tulare and Hanford are identified in the *Educational Master Plan*.

Total cost of ownership includes cost of maintenance, cost of personnel (certificated and classified) to utilize the space, and cost of utilities to run the additional spaces. Additional FTES generated by the new spaces offsets and helps fund the total cost of ownership. Additional square footage at the main campus and the Tulare Center qualifies the District for additional maintenance funding from the State according to a set formula.

Facilities' planning has included integrating new building plans to existing infrastructure in order to reduce the overall cost of utilities. In addition, in the last five years an energy management system has been installed in many buildings which allow individualized climate control in occupied rooms. This computer-based system allows facilities personnel access to the system from any computer connected to the Internet. The system is 20% more efficient than the previous energy management system. These savings are being put back into the maintenance budget. In addition, the system has qualified the District for \$25,000 in rebates when building the Science building.

### Evaluation

The College meets this standard. The College has a planning process that ensures adequate input from the campus constituencies and the surrounding communities. The total cost of ownership is evaluated and taken into account during the planning process.

### Planning Agenda

No planning agenda is recommended at this time.

***b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.***

### Description

Physical resource planning is integrated into institutional planning by relying on Program Reviews and by utilizing the established governance structures to recommend funding. The College



Council along with two of its standing committees, Institutional Planning Committee and Institutional Facilities Committee, are the governance structures most involved with facility planning.

An example of using evaluation to make needed improvements is illustrated in the 2002-03 Program Review of Facility Services. The comprehensive survey done during the Program Review identified two main problems across campus; clocks not telling the correct time and cleanliness issues in the restrooms. As a result of these findings, a new system of clocks was installed and personnel were shifted to clean restrooms during the day.

As stated above, the College has historically not evaluated classroom utilization. Classrooms have been “assigned” to divisions. Those divisions schedule their classes into those rooms. Once the initial scheduling is done, other divisions may place classes in any available rooms. Certain rooms are required by specific courses because of the need for specific equipment and resources available in those rooms. Examples would be science laboratories and physical education areas (weight room, dance studio). The desire by faculty and students for courses scheduled in the morning and for fewer days per week, has resulted in substantial vacancy of classrooms in the mid to late afternoon and on Fridays. Some divisions have attempted to capitalize on this and offered classes that meet all day on Friday.

### Evaluation

The College partially meets this standard.

The College meets this standard in that processes exist to integrate physical resource planning into institutional planning. The use of Program Review reports to identify needs in all program areas of the college assures all areas an equal opportunity to evaluate their physical resources and to make necessary requests. The program areas are in the best position to analyze their resources and determine if they are sufficient. The cycle of yearly program review updates and the 5-year cycle of full Program Review reports is a systematic approach to planning, assessing and improving. The limitations to this system are because of lack of consistent funding sources. In addition, the process relies on the thoroughness of the program or service in evaluating their physical resources.

The College does not meet this standard in regards to systematic evaluation of effective utilization of classrooms. While some data is available regarding room occupancy, evaluation of efficiency has not been done. An example of lack of efficient use of a classroom would be to have courses that enroll only 25 students in a classroom that holds 35 students. The practice of assigned classrooms to divisions, while helping in the scheduling process, may not allow the most efficient use of these physical resources. The lack of evaluation of classroom utilization means the College has no concrete information on the effective use of these physical resources. The FTES Committee may develop an evaluation protocol and may provide recommendations as to how the College can better evaluate classroom utilization. The Accreditation Survey indicates that significant numbers of both faculty and administrators believe that these physical resources are not being used

efficiently. In order to provide courses for our growing student body, this problem will need to be addressed.

<b>Statement: Classroom facilities are used efficiently.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Students
Great/Moderate Importance	94.9	100	84.1
Little/No Importance	5.01		8.5
Do Not Know			7.4
Level of Agreement	Faculty (FT & PT)	Administrators	Students
Strongly Agree/Agree	55.7	50.0	76.8
Disagree/Strongly Disagree	36.7	50.0	13.3
Do Not Know	7.6		9.9

### Planning Agenda

1. See planning agenda 1 in standard III.B.2.

## Documentation

1. Program Review Reports
2. Educational Master Plan
3. Five-year Facilities Master Plan
4. Accreditation Survey Results
5. Facilities Program Review Report
6. CCC Capacity/Load for COS
7. Institutional Facilities Committee Minutes
8. Emergency Plan

## Standard III: Resources

### C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

*1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

#### Description

The technology needs of the various departments on campus are identified during their Program Review. During that process, the members of that department determine what technology they require to meet their needs. These needs would include computer software and hardware, multi-media equipment, as well as the campus infrastructure to support them. Identification of technology needs for learning and teaching would occur in the Program Reviews of the academic divisions and the library and learning resources areas. Identification of technology needs related to operational systems of the College would occur in Computer Services Program Review.

The responsibility for technology at COS falls under two different administrators. The Director Learning Resources and Technology oversees the Learning Resource Center, including all of its services and programs, distance education and Instructional Media Services. The Dean of Computer Services is responsible for overseeing the technology of non-academic areas (Student Services, Administrative Services, etc.) and the operational systems used by the entire College. In addition, the majority of computer technicians responsible for maintaining computers across campus are directed by the Dean of Computer services.

The Institutional Technology Committee, a standing committee of the College Council, is charged with making recommendations to the College Council on technology issues. This committee has developed a *Technology Plan 2.0*, which was accepted by the College Council. Among other things, this plan has set standards for computer and software systems to ensure uniform compatibility across campus. The primary focus of this committee is the technology related to teaching and learning.

The commitment of the College to meet the technology needs of its departments can be seen in the process followed when a new computer software system for the College, Banner, was selected. In order to determine the best software system to purchase, a committee was formed with representatives from across the campus. They worked together to develop an RFP that identified all of the various requirements of the campus community. They were responsible for evaluating the proposals and making a recommendation on which system to purchase. During their evaluations, they invited faculty, administrators and staff to attend presentations and submit their own evaluations of the software. Every attempt was made to get as much input as possible during

this process. Ironically, the committee was deadlocked on the final choice, and the Dean of Computer Services made the final recommendation.

### Evaluation

The College substantially meets this standard. The identification of technology needs is the responsibility of those who will use those technologies since they are in the best position to evaluate what technology they require and the best way to meet those needs. At the same time the Institutional Technology Committee, working with the Director of Learning Resources and Technology has set standards in an attempt to provide adequate technology and at the same time have compatibility amongst the technology utilized by different departments. This has also made it easier for Computer Services to keep the systems updated and repaired.

### Planning Agenda

No planning agenda is recommended at this time.

***a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.***

### Description

The Computer Services department is responsible for operation and maintenance of campus computers, including the mainframes, faculty and staff computers, and all instructional computers in various departments and the Learning Resource Center (LRC). This staff is also responsible for maintaining the college website and all software on campus, from Banner to word processing packages, to the Outlook e-mail system. They manage the site licenses for software, install software, upgrade and troubleshoot all software packages. In addition, they are responsible for the necessary wiring of classrooms, offices and laboratories for connectivity to the Internet.

These responsibilities have been consolidated within this department over the last several years. Previously, certain departments had their own computer technicians which were responsible for only the computers and software of that area. As the number of computers grew and the diversity of software emerged, it became apparent that this organization was not efficient. And while some technicians may still be housed within a department, their oversight and duties are assigned by the centralized Computer Services department.

The development of the *Technology Plan 2.0* has also increased efficiency because it has standardized computer and software purchases for different levels of users. For example, a computer which will be used primarily for word processing and connection to the Internet need not be as advanced as a computer which will be used to develop graphic designs.

### Evaluation

The College meets this standard. The centralization of the responsibility for maintenance of computers is an example of the College's commitment to enhancing the operation and effectiveness of these services.

### Planning Agenda

No planning agenda is recommended at this time.

### ***b. The institution provides quality training in the effective application of its information technology to students and personnel.***

#### Description

Computer Services is responsible for providing training to faculty and staff in the Banner software system. As a part of the implementation of Banner, an individual knowledgeable in Banner was hired to provide training sessions to all faculty and staff. In addition, training manuals were developed for the different modules of Banner. Faculty and staff were required to attend those training sessions relevant to the use of Banner in their respective jobs.

Training in other software systems is not universally available. Previously, when there were more Flex days, workshops in using software were offered on a regular basis each term. While there may be a software workshop offered occasionally, there are no regular workshops offered. Coupled with the lack of manuals, since most software systems have gone to help systems as a part of the software, it is not always easy to find the answer to a question or problem related to software. Faculty and staff can take courses at the College and the tuition and related fees are waived. This can allow staff to update their skills in job related software, such as Outlook and Excel.

Computer Services staff does help with some other software training; primarily the necessary training for maintaining web pages on the campus website. However, this training may consist only of instruction sheets with a follow-up for trouble-shooting any problems the staff member is having.

Training of students in information technology is accomplished in several different ways. Students can take classes offered in various software systems in several different divisions; including the Agriculture, Business, Industry and Technology, and the Mathematics and Engineering divisions. The LRC also offers courses on information technology (see II.C). In addition, students get instruction from their instructors on how to use course-specific software. This training occurs in a wide variety of courses and divisions, from nutrition courses to science courses.

## Evaluation

The College only partially meets this standard. The training for the Banner modules has been sufficient and is on-going. There is also ample opportunity for students to acquire the training they require to use various information technology systems and software.

However, the training for staff in software, other than Banner, is sparse at best. The Accreditation Survey indicated close to fifty percent of the groups surveyed disagree that training is sufficient. This is a serious deficiency that the College needs to address in order to have the most productivity from its personnel.

<b>Statement: There is sufficient training in technology applications available.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Classified
Great/Moderate Importance	85.9	100	92.3
Little/No Importance	11.5		3.9
Do Not Know	2.6		3.8
Level of Agreement	Faculty (FT & PT)	Administrators	Classified
Strongly Agree/Agree	50.0	53.8	37.0
Disagree/Strongly Disagree	41.0	46.2	46.3
Do Not Know	9.0		16.7

## Planning Agenda

1. The Institutional Technology Committee will research the training needs of each constituent group and make recommendations to the College Council on how to meet those needs. The Institutional Technology Committee will coordinate and work with the Academic Senate, PACE and the Management Council as they research the professional development opportunities their constituents need (see planning agenda 1 in standard III.A.5.a.).

***c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

## Description

Technology resource planning occurs at different levels. Computer Services is responsible for planning as it relates to the mainframe and institutional software package, Banner. The departments and programs are responsible for planning as it relates to their technology resource needs during their Program Reviews. The requests for technology resources are presented to the College Council which is responsible for making recommendations to the President's Cabinet on which requests should be funded. The Institutional Technology Committee advises the College Council on issues related to technology resources.

The acquisition of technology resources for new, up-graded or replacement technology is dependent upon available financial resources. Instructional equipment funds from the State are used to purchase computers and software for use in classrooms and laboratories and for faculty computers. The purchase of technology resources for non-instructional uses is dependent upon the allocation of financial resources from the general fund of the College. In years where the instructional equipment funds from the State were ample and the general fund healthy, technology resource purchases were adequate. However, these funds have been limited or non-existent in the last several years, especially for non-instructional purchases.

The *Technology Plan 2.0* calls for systematic replacement of all technology resources according to a timetable. In order to accomplish this, the Plan recommends that the College set aside funds from its general fund as a line-item in the budget. This has not been done. During the development of the *Technology Plan 2.0* the Institutional Technology Committee conducted several campus-wide surveys of the technology resources in place and the age of these resources.

When computers are purchased, the computers that they are replacing are sometimes re-allocated to other areas that are in need of additional resources or whose resources are older and out of date compared to the “hand-me-down” computers. Some computers removed from service are stored against some future need or are scavenged for usable parts by Computer Services.

The maintenance of existing technology resources is the responsibility of Computer Services. Maintenance can be requested by notifying the computer “Helpdesk” by phone or by e-mail. A work order is generated by that request and assigned to a technician. E-mail confirmation of the work order is sent to the requesting party. When the maintenance has been completed, or the problem solved, an e-mail is again sent to the requesting party. There was some dissatisfaction when the Helpdesk was initially instituted. The name implied that if you called the phone number, you would get help with a computer problem, including questions about how to use software. The phone was answered by a student worker who could only say a work order would be generated.

### Evaluation

The College partially meets this standard. There exists systematic planning for technology resources. The College also has a mechanism in place, the Helpdesk, to provide needed maintenance of the technology resources.

However, the College does not systematically acquire, upgrade and/or replace technology resources. The Accreditation Survey indicates a strong dissatisfaction in this area. Over forty percent of faculty and administrators disagree that the College is accomplishing this.



<b>Statement: Technology resources are maintained, upgraded and replaced systematically.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	93.6	100
Little/No Importance	3.8	
Do Not Know	2.6	
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	51.3	46.2
Disagree/Strongly Disagree	41.0	46.1
Do Not Know	7.7	7.7

Although the *Technology Plan 2.0* has been developed, the College has not found the funds to implement this plan.

### Planning Agenda

1. The Institutional Technology Committee will review their plans for systematic replacement of technology resources and make any necessary modifications. The Institutional Technology Committee will then work with the Institutional Budget Committee to develop recommendations to the College Council on the methods by which these plans can be implemented in a realistic and on-going fashion.

*d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

### Description

The distribution of technology is primarily determined by the Program Review process, because programs and services must request funding for the initial purchase of the technology resources. The requests include a justification about how the technology will be used and why it is needed. Such factors as the age (or existence) of current technology, the critical nature of the technology to the course goals (or service operation), and the number of students that will be served are a few of the factors that are looked at in making recommendations. The recommendation processes of the College Council determine the rank order of the requests, but the number of items funded and the final rank order is determined mostly by the President's Cabinet. As mentioned previously, instructional equipment funds from the State vary from year to year. The availability of funds for non-instructional equipment is spotty at best. Categorical funds and grant monies have also been used to purchase some technology resources for both instructional and non-instructional uses.

When there have been additional technology resources available because of the purchase of new technology, these resources are distributed by Computer Services.

## Evaluation

The College partially meets this standard. The Program Review process and the requests generated by them provide the mechanism for programs and services to have technology resources (distribution). In addition, re-cycled or used technology resources are distributed by Computer Services as they become available.

The activity of the Institutional Technology Committee has been reduced in recent years. This reduction in activity coincided with a turnover of membership. In addition, Computer Services was without the services of their Dean who was called up to active duty in the Middle East for a year's tour of duty during 2005.

The Accreditation Survey identified a significant number of classified staff do not agree that there are sufficient technology resources to support their programs and services, while there are nearly twenty percent of students that disagree that they have sufficient technology resources. It is likely that one reason the classified staff had a higher level of disagreement is that much more of their technology resources are dependent on general funds and categorical funds. Both of these sources of funding have been severely limited in the last several years. Because staff require the use of technology resources to accomplish their jobs, this lack in technology is something they must struggle with daily.

<b>Statement: There are sufficient technology resources to support programs and services.</b>		
Level of Importance	Students	Classified
Great/Moderate Importance	83.5	92.2
Little/No Importance	6.5	
Do Not Know	10.0	7.8
Level of Agreement	Students	Classified
Strongly Agree/Agree	67.9	61.1
Disagree/Strongly Disagree	18.4	31.5
Do Not Know	13.7	7.4

## Planning Agenda

1. See planning agenda 1 in standard III.C.1.c.
2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

### Description

As mentioned previously (III.C.1.c), technology resource planning occurs at different levels. All technology requests that arise out of planning during the Program Review process are sent to College Council. They receive information from the Institutional Technology Committee to help them make their recommendations to the President's Cabinet. In this way, technology resource planning is integrated into institutional planning.

The assessment of the effective use of technology is a responsibility of the programs and services during their Program Review. Program Review has as its focus the improvement of all programs and services, including any technology resources used. The Institutional Technology Committee, through its surveys, has also assessed some aspects of effective utilization. Their assessment was part of the impetus to consolidate all technicians into one department. The *Technology Plan 2.0* was designed to maximize the effective use of technology across campus.

### Evaluation

The College substantially meets this standard. The mechanisms exist to plan for technology resources and all planning is coordinated through College Council and its standing committees.

### Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. Program Review Reports
2. Technology Plan 2.0
3. Technology Plan 1.0
4. College Council Minutes
5. Accreditation Survey Results
6. Institutional Technology Committee Minutes
7. Computer Services Program Review

## Standard III: Resources

### D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

*1. The institution relies upon its mission and goals as the foundation for financial planning.*

#### Description

Financial planning has two aspects, income and expenditures. The College's 2005 budget expenditures were approximately \$47,300,000 consisting of 83% for personnel costs (salaries and benefits), 12.6% for supplies and services, and 4.5% for other areas, including discretionary spending. The Preliminary Budget is developed by the Vice President of Administrative Services and the President's Cabinet in May and is presented to the Board of Trustees in June. During this time, the Institutional Budget Committee is kept informed on the status of the budget. This budget projects income and expenditures for the next fiscal year. This includes a projection of the FTES generated by the College along with other potential impacts on the budget, such as: equalization, salary and benefits changes, and new hiring. The Final Budget goes to the Board in September for approval. The Final Budget and pertinent material used to develop the budget are published in the *Budget Book*.

Financial planning occurs at several different levels of the College. Individual departments, programs and divisions use the Program Review process as the focus of their financial planning. During Program Review, these programs evaluate their needs in all areas, including financial needs. Funds for supplies, equipment and personnel are requested and justified at this time. Program Review at these levels is based on the Mission and goals of the College and the goals of the individual programs. However, the funds available for these requests are determined by the VP of Administrative Services and the President's Cabinet.

The shared governance structures of the College Council are also involved in financial planning. This group, with representatives from all campus constituencies, makes recommendations to the Superintendent/President about funding allocations for Above-Base Budget monies. They have no involvement with the development of any other area of the budget.

The VP of Administrative Services has been conducting budget reviews with the Institutional Budget Committee 3-4 times per year. Informational sessions are also conducted for the College Council. The focus of these informational sessions is the unrestricted general fund revenues and expenditures.

The President's Cabinet reviews the recommendations from the College Council and makes its own recommendations to the Superintendent/President.

Financial planning also occurs at the level of the Board of Trustees. They receive budget reports at every meeting. The Board discusses financial issues at their monthly meetings, as well as their yearly retreat.

The majority of the financial planning has focused on expenditures. In Fall 2005, an FTES Committee was established as a result of contract negotiations. The committee is trying to develop plans and recommendations on how to increase enrollments and thereby increase income.

### Evaluation

The College generally meets this standard. The utilization of Program Review and the shared governance structures to make recommendations on budget and financial matters help focus the budgeting process on the Mission and goals of the College.

However, the Accreditation Survey identifies serious concerns about funding allocations.

<b>Statement: Funding allocations that focus on student learning are given appropriate priority.</b>		
Level of Importance	Faculty (FT & PT)	Administrators
Great/Moderate Importance	91.0	91.7
Little/No Importance	2.6	
Do Not Know	6.4	8.3
Level of Agreement	Faculty (FT & PT)	Administrators
Strongly Agree/Agree	42.9	61.5
Disagree/Strongly Disagree	40.2	30.8
Do Not Know	16.9	7.7

This concern could arise for several reasons. The College has experienced several years of reduced budgets due to the State fiscal crisis. At the same time, the College budget was further reduced by the State because of a prior year over-allocation of funds. The resultant shortfall required serious cutbacks in budgets, including personnel loss. The College has also only relatively recently (June 2005) settled a protracted and at times contentious contract negotiations with the faculty association representing full-time instructors.

Budget procedures and limitations are frequently difficult to understand, which may also lead to a general dissatisfaction with the budget and the budget process. The Institutional Budget Committee has not been particularly active in the last few years and did not have a chair for a while. They have questioned their role in the budget process. The VP of Administrative Services has been conducting education sessions with the committee to help them understand the process.

## Planning Agenda

No planning agenda is recommended at this time.

### *a. Financial planning is integrated with and supports all institutional planning.*

#### Description

Program Review is a main source for institutional planning. It not only provides plans for individual programs, but it also significantly contributes to the Educational Master Plan. The requests for funds for equipment, facilities and personnel that arise out of Program Review reports are therefore justified based on the plans developed in the individual programs.

These requests are then reviewed and ranked by the College Council, before being forwarding to the President's Cabinet. At each of these levels the opportunity exists to discuss the requests in light of institutional plans. The College Council also has the availability of input and recommendations from its Institutional Standing Committees. Recommendations for expenditures are only for above-base budget items and personnel.

There is a problem with institutional goals and objectives that do not fall within the scope of individual programs or divisions, but instead are over-arching goals and/or objectives. These goals and objectives are not addressed during Program Review. This means that requests for resources may not be forthcoming. One example of this situation is the improvement of Basic Skills. Since Basic Skills courses are a part of several different divisions, a coordinated series of requests to achieve the objectives identified for this Goal have not been presented to the College Council.

The FTES Committee, which was established as a result of the last contract negotiation with the faculty association, has a goal of increasing FTES (income). The committee is too new to verify if they are accomplishing this goal. It is unknown how the outcomes of this committee will be reported and/or implemented.

The allocation of funds into different budget categories is accomplished by the VP of Administrative Services and the President's Cabinet. The VP of Administrative Services has instituted a Fiscal Oversight Group (FOG) which consists of the Director of Fiscal Services (vacant) and the Coordinators of Accounts Payable, Accounts Receivable and Payroll. This group reviews the budget allocations in light of projected income and expenditures.

#### Evaluation

The College partially meets this standard. While the opportunity exists to discuss requests and recommendations in light of institutional plans, divisions or programs whose requests are not funded consequently may complain about the fairness of the process. In addition, there is an inability to carry out institutional goals because of the lack of available funds to do so. The funds available for Above-Base Budget requests are not consistent, nor are they known prior to the

Program Review reports being developed. This can lead to the perception that performing Program Review will not lead to needed improvements because funds are not allocated to accomplish them. The Accreditation Survey has identified a concern that funding does not always support institutional plans.

<b>Statement: Funding priorities help the College achieve its goals and objectives</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	93.6	91.7	96.2	100
Little/No Importance	1.3	8.3	3.8	
Do Not Know	5.1			
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	49.4	76.9	67.9	80
Disagree/Strongly Disagree	38.9	23.1	26.4	20
Do Not Know	11.7		5.7	

The majority of the budget consists of items that are structural and cannot be altered (or allocated differently), i.e. salaries, benefits, utilities, etc. This may make it difficult to perceive and document how institutional planning and financial planning can be meaningfully integrated. That being said, there are significant examples of planning that did not lead to any meaningful allocations of funding. The *Technology Plan 2.0* is an example of this problem. When committees invest a great deal of effort in developing such plans which are accepted but not implemented, the usefulness of such endeavors is difficult to explain and justify.

### Planning Agendas

1. The Superintendent/President will work with governance committees to develop a process for funding institutional goals, especially those not identified or associated with specific divisions or programs.

***b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

### Description

The main source of unrestricted income is the number of FTES that the College generates every year. To a large extent, the College controls this factor. Increases in unrestricted resources can also come in the form of COLA adjustments and equalization. The State budget process controls these factors. The number of FTES produced by the College is a direct function of the scheduling of courses and the enrollment in those courses. Academic Services works with Administrative Services to develop a projection of FTES generation for the year. The budget is based on meeting that FTES projection. If scheduling and enrollment are not sufficient to meet this goal, then income to the College will be less than planned for. Another key factor in the development of the budget is the projection of the cost of generating the FTESs. The main factor is the number of



FTESs that are generated by adjunct instructors and overloads (in excess of 15 LHE) taught by full-time instructors. The salary expenditures are substantially less for these FTESs.

As mentioned above (III.D.1), the vast majority of the expenditures are for personnel costs. The salary portion of these expenditures is planned for since they are a function of negotiated contracts. The costs for benefits can be more difficult to predict and plan for; but the coverage levels are also covered by the contracts. Costs for supplies and services are also planned for, however, costs of utilities have increased substantially in the last few years.

The College Council and its Institutional Standing Committees receive briefings from the VP of Administrative Services several times a year so they can be well informed as to the budget process and the level of agreement with the projected income and expenditures. This information allows them to make informed recommendations to the Superintendent/President. Discussions of FTES projections and accomplishments are also discussed in Instructional Council, since the scheduling process is performed by this group.

The College also has developed additional financial resources through partnerships with local agencies and by applying for and being awarded grants, both Federal and State. An example of a partnership with a local agency is the agreement between the District and the Kaweah Delta Hospital District. This partnership provides the College with substantial financial assistance in meeting the needs of the Nursing Program at the College. The College has been the recipient of numerous grants, both large and small. An example of such a grant was the federal grant that funded the LISTO Program.

### Evaluation

The College substantially meets this standard. The appropriate planning does occur. The information is disseminated to those whose responsibility it is to meet the projections and/or to make recommendations for expenditures.

### Planning Agenda

No planning agenda is recommended at this time.

***c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.***

### Description

The main long term financial liabilities are for Retiree Health Benefits and for Certificates of Participation (COPs, loans). Based on an actuarial study in 2000, the Board decided to contribute funds to Retiree Health Benefits account over a fifteen year period in order to make this fund self-

sustaining. Funds were temporarily borrowed from this account in 2002-03, during the fiscal crisis. These funds were paid back in 2004-05.

The College has a number of COPs that it is currently paying for. These include an Energy Project COP, Parking Lot COP, Hanford COP and Student Center COP. Partial payment of the Student Center COP is being made by the Student Center Trust and the Bookstore. These COPs have allowed the College to make needed facility upgrades which were not eligible for State funds.

Other long-term contracts include those for insurance, copy machines and the lease of the Hanford Center. All of these expenses are detailed and accounted for during the development of the yearly budget.

### Evaluation

The College meets this standard. All long-term liabilities are included in the budget and taken into account when budget planning occurs, both short-term and long-term planning.

### Planning Agenda

No planning agenda is recommended at this time.

***d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

### Description

A great deal of the budget process is dictated by the State, both in timing and process. In 2002, the College employed School Services to review its financial practices. School Services is a private company that provides accounting and management services to K-12 and community colleges. They suggested 3-year budget projections which the College has adopted.

The budget process, as it relates to Above-Base Budget funding allocations, includes all constituencies through their representation on the College Council and the Institutional Budget Committee. The process of developing the Preliminary Budget in May provides opportunities for discussion and input before the Final Budget is adopted by the Board in September. In addition, informational updates are also provided as to the status of the budget (income and expenditures) several times a year.

These groups, along with the other Institutional Standing Committees, are also those charged with institutional planning. This ensures that those who make recommendations on planning and expenditures are also those that have received current and detailed budget information.

### Evaluation

The College meets this standard. The budget processes are defined by the State and adhered to by the College. All constituent groups have the opportunity to have input into the budget process and development and these are the same groups responsible for institutional planning.

### Planning Agenda

No planning agenda is recommended at this time.

***2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.***

### Description

The College utilizes Banner software as its financial management system. Those individuals that have budget responsibilities, generally referred to as budget managers, are given access to the appropriate levels of the financial management software. The process of spending funds from an account includes the approval of these expenditures by at least one supervisor. This helps ensure proper use of funds.

Once the budget has been developed, the appropriate funds balances are placed in Banner. All expenditures are processed by the Banner software. The budget managers have the ability to view their budgets as often as they wish in order to monitor expenditures. They can also print out budget reports for dissemination to their areas.

Budget reports are presented to the Board of Trustees at all regular Board meetings.

### Evaluation

The College meets this standard. The use of Banner allows all budget managers to have real-time access to their accounts. This, in turn, allows them to plan for future expenditures. In addition, multiple levels of approval ensure the appropriate use of funds.

### Planning Agenda

No planning agenda is recommended at this time.

***a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.***

***Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

#### Description

The Final Budget adopted in September clearly states the expected income and expenditures for the year, including assumptions that were used to develop the budget. This constitutes the *Budget Book* which is distributed to key groups and made available to anyone who wishes to view it.

The College undergoes a yearly external audit. The audit reviews both funds and processes in order to determine compliance with established accounting and reporting standards. The audit begins after the end of the fiscal year, June, and is generally presented to the Board before the end of the calendar year. Findings by the auditors fall into two categories, major findings and minor findings. Minor findings would include such things as a missing signature on financial documents. These findings are usually reported to the VP of Administrative Services who then reviews the processes with his personnel to make any necessary changes. Major findings include processes which do not conform to established accounting and reporting processes. These findings are included in the audit report that is presented to the Board. The VP of Administrative Services develops a remediation plan to address any major finding. This also is presented to the Board.

The College discovered a major error in its budget which was not found by the external auditor. The audit did not find the over-payment of the State to the College, which required the College to lose funding the next year when the State withheld that amount, 1 million dollars, from its allocations. This occurred at the same time the State was undergoing a financial crisis and was reducing their funding to the schools. The subsequent financial shortfall in the District required severe cut backs in expenditures, including personnel loss.

As mentioned in III.D.1.d, the College requested a review of its financial practices by School Services. As a result of the findings of this evaluation, the College created specific goals and objectives that were incorporated into the Institutional Goals of the College.

#### Evaluation

The College meets this standard. Accurate and comprehensive budget information is made available to campus constituents and the public in the *Budget Book*. External audits are conducted annually and the findings are reported to the Board. Audit findings are addressed in a timely manner.

#### Planning Agenda

No planning agenda is recommended at this time.

***b. Appropriate financial information is provided throughout the institution.***

Description

The *Budget Book* is distributed to several groups including the College Council and the Institutional Budget Committee. In addition, anyone who requests a copy can receive one. The *Budget Book* is also presented to the Board during a regular board meeting.

Budget Managers have the ability to access their accounts through the Banner software at any time in order to ascertain the status of their budget. They can print reports and distribute those reports to the appropriate personnel within their areas.

Regular budget updates are presented to the Board at their meetings.

Evaluation

The College substantially meets this standard. The *Budget Book* is comprehensive and is distributed to representatives from all constituencies.

However, the Accreditation Survey did identify a significant dissatisfaction with the availability of budget information. Since this information is disseminated and available, it is unclear the source of the dissatisfaction. It is possible that the representatives on the College Council and the Institutional Standing Committees do not report back to their constituents regarding the budget. Another potential source of the concern may center around the nearly 1 million dollars the College received in over-allocated funds from the State. During this time, a rumor that the funds were “missing” circulated. There apparently was a lack of understanding that the State sets the maximum income the College can receive and any funds over that amount must be returned to the State. These reduced funds precipitated substantial cutbacks. Also, during this time, the College was in a protracted contract negotiation with the faculty association, which represents the full-time faculty. Any or all of these factors could have contributed to the perception by some that financial information is not provided throughout the campus.

<b>Statement: Appropriate financial information is provided throughout the institution.</b>				
Level of Importance	Faculty (FT & PT)	Administrators	Classified	Board
Great/Moderate Importance	88.5	100	92.3	80
Little/No Importance	3.8		1.9	
Do Not Know	7.7		5.8	20
Level of Agreement	Faculty (FT & PT)	Administrators	Classified	Board
Strongly Agree/Agree	39.7	76.9	46.3	60
Disagree/Strongly Disagree	46.2	23.1	31.5	
Do Not Know	14.1		22.2	40

### Planning Agenda

1. Administrative Services will place the *Budget Book* and all budget updates reported to College Council and the Institutional Budget Committee on the College's website. The locations and availability will be announced to the College via e-mail.
2. Programs and services will provide pertinent, program-specific budget information a minimum of four times/year to their area personnel.

***c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.***

### Description

Board Policy stipulates that the College have a reserve of six percent. During the last several years the College was not always able to accomplish this. The current budget projection for 2005-06 has a 5.5% reserve at the end of this fiscal year. This is a decline in reserves from 2004-05 (5.8%). The budget reserve allows the College to meet unforeseen financial obligations.

The College maintains adequate cash flow to meet its financial obligations. During the last fiscal year, cash flow was maintained by borrowing funds from the Retiree Health Fund. This was done three separate times to cover construction costs. This was necessary because the State was over five months late in providing funds for building construction. All loans were paid back once the State transferred the funds to the College. These loans to maintain cash flow are itemized in the *Budget Book*.

The College has contracted with the Tulare County School Districts' Authority for property and liability insurance. The College also participated in the Tulare County Schools Insurance Group to purchase worker's compensation.

### Evaluation

The College substantially meets this standard. There are processes and practices in place to limit liability and to ensure adequate cash flow. The College has been struggling to maintain the policy mandated budget reserve of six percent. The financial crisis of the State, the subsequent loss of the over-allocated funds to the State and the ability to meet FTES projections are some of the causes for this difficulty. The College is maintaining a reserve above the "fiscally distressed" designation of three percent set by the Chancellor's Office.

### Planning Agenda

No planning agenda is recommended at this time.

*d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

#### Description

Oversight of finances is the responsibility of the VP of Administrative Services. The VP meets with the FOG to review financial practices on a regular basis. Administrators in every area are given the responsibility for monitoring the budget in their areas. For example, the responsibility for oversight of the Financial Aid program lies with the Dean of Financial Aid. The COS Foundation Board and the Director of the COS Foundation are responsible for oversight of the Foundation finances. The VP of Administrative Services is also responsible for the oversight of institutional investments and assets.

The external audit reviews the practices and processes used by the College in management of financial aid, and grants. It also reviews the management of the assets of the COS Foundation. The audit did not find any problems with any of these areas in the most recent audit report.

#### Evaluation

The College substantially meets this standard. The findings of the external audit support this assertion. However, the Accreditation Survey identified a significant percentage of faculty who disagree that effective oversight is, in fact, occurring. It is possible that the source of this disagreement stems from loss of the over-allocated funding in 2001/02. The shortfall this created also came at a time the College was in protracted contract negotiations with the faculty association representing full-time faculty. Improved budget practices and increased briefings instituted by the current VP of Administrative Services, should alleviate this perception.

<b>Statement: The institution practices effective oversight of finances.</b>			
Level of Importance	Faculty (FT & PT)	Administrators	Board
Great/Moderate Importance	90.9	100	100
Little/No Importance	3.9		
Do Not Know	5.2		
Level of Agreement	Faculty ( FT & PT)	Administrators	Board
Strongly Agree/Agree	28.6	92.3	80
Disagree/Strongly Disagree	54.5	7.7	20
Do Not Know	16.9		

#### Planning Agenda

No planning agenda is recommended at this time.

*e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

#### Description

Specific expenditures for categorical funds, including grants, are overseen by the managers of those areas. There is no one central manager to oversee all of these areas. General expenditures within these areas are reviewed by the VP of Administrative Services and/or other VP in the affected areas. The external audit report does look at the College's compliance with established government requirements for State and Federal programs, including grants and financial aid.

The COS Foundation does raise funds. There is a Foundation Governing Board which oversees the activities and practices of the Foundation. The Foundation budget processes and accounts are also reviewed during the external audit.

#### Evaluation

The College meets this standard. The external audit report found the College in compliance with all applicable rules and laws.

#### Planning Agenda

No planning agenda is recommended at this time.

*f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.<sup>5</sup>*

#### Description

The College has a number of contracts with external entities. All contracts of this kind are overseen by the VP of Administrative Services. These contracts range from leases, to service contracts (copier machines), to contracts with individuals (attorneys), to construction contracts. The VP of Administrative Services utilizes the expertise of the Tulare County Counsel, as well as other attorneys, when reviewing contracts the College may enter into in order to ensure they contain the appropriate provisions.

Board Policy 3005 delegates to the Superintendent/President or his/her designee the authority to enter into external contracts. In addition, this policy outlines guidelines and limitations for outside contracts. Board Policy 3300 outlines the approval process for external contracts.



### Evaluation

The College meets this standard. The Board Policies are in place that governs the awarding of outside contracts. The review of contracts ensures that they contain the appropriate provisions specific to that contract.

### Planning Agenda

No planning agenda is recommended at this time.

*g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

### Description

Financial processes are evaluated on a regular basis by several different entities. The Institutional Budget Committee reviews the budget development process. The FOG reviews budget management processes. The external audit evaluates the entire budget for compliance with various legal standards of budget management and reporting. And after the problems in 2002, School Services evaluated the fiscal processes at the College and made recommendations for changes. All of these evaluations do lead to changes and improvements in the budget processes. Specific changes recommended by School Services include increasing the number of budget updates given to the Board of Trustees, the multi-year FTES and budget report both of which have been implemented; as well as increasing the number of faculty and staff reviewing budget documents, which is currently being attempted.

Another example of a process that was altered after review by the auditors was in the area of budget beginning and ending numbers for allocations and expenditures. Previously, at the end of the fiscal year, the beginning allocations in each line item were changed to exactly match the ending expenditures. This practice not only required time to complete, it made it impossible to locate where budget assumptions were not adequately predicting expenditures. This practice has been stopped.

### Evaluation

The College meets this standard.

### Planning Agenda

No planning agenda is recommended at this time.

***3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.***

Description

As stated previously, the vast majority of the budget expenditures are for personnel costs. Evaluation of effective utilization of these funds can be done when a position becomes vacant. By evaluating whether the position should be filled, or whether it should be left vacant, the College has the opportunity to make more effective use of its funds. Recommendations for new positions do go through the Program Review process and are recommended by the College Council. Requests for replacement personnel may also go through this process.

Allocation of funds for Above-Base Budget items identified during Program Review, such as equipment, are generally not evaluated for effectiveness once the decision has been made to expend the funds. It is difficult to measure and document effective utilization of funds on these items.

Evaluation

The College partially meets this standard. The Program Review process and the review and recommendation processes of College Council and its Institutional Standing Committees do allow for the evaluation of effective utilization of financial resources. However, there is not currently a method by which, over the long term, effectiveness is being evaluated. The difficulty in defining what constitutes effective use of financial resources notwithstanding, the complexities of the budget processes as mandated by the State and Federal governments and the structural nature of most of the budget expenditures make evaluation problematic at best.

Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. Program Review Reports
2. Preliminary Budget, 2005-06
3. Final Budget, 2005-06 (Budget Book)
4. College Council Minutes
5. Accreditation Survey Results
6. Institutional Budget Committee Minutes
7. 2005 External Audit
8. School Services Report

## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

### A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

*1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

#### Description

The leadership of COS pursues a practice of open governance and participation which facilitates empowerment and involvement from students, faculty, classified staff and administrators. There are many different venues for submitting ideas on improving practices, programs and services such as: Academic Senate, College Council and its Institutional Standing Committees, Associated Student Body (ASB), Instructional Council, and the President's Cabinet.

Shared governance at COS encourages active participation of campus constituents at all levels of the Institution. This is demonstrated by the representation of administration, full-time and adjunct faculty, classified staff, and students on governance committees. Each member is charged with representing their constituency.

College Council provides a forum for debate on institutional issues and obtains input from various other campus committees. College Council does accept recommendations from these constituent groups, but will revise recommendations when necessary to maintain what is best for the institution. Traditionally the College Council has done an informal evaluation of its goals and objectives at the beginning of the academic year. In the year or two prior to 2005, some committee members did not feel there was an incentive to evaluate and change objectives since there was no fiscal gain. The current Superintendent/President is working to rebuild confidence in the College Council membership as a decision making and advisory body.

Faculty have representation on the College Council and its Institutional Standing Committees. Currently, there are four full-time and one adjunct faculty on the College Council. Faculty

members also participate in governance at the COS through the Academic Senate and its Campus Curriculum, Student Learning Outcomes, and Faculty Enrichment standing committees. The Academic Senate makes committee appointments to campus-wide committees when membership is not elected by the faculty: examples include the Program Review Steering and Scholarship Committees. Faculty members participate on hiring committees for faculty, administrative, and classified positions. The Academic Senate President is the faculty representative to the President's Cabinet. Faculty division chairs are members of the Instructional Council which also participates in the governance process.

Classified staff representation on all committees is encouraged as part of the shared governance model. In addition, classified staff representatives serve on the Professional Association of Classified Employees (PACE) which is responsible for planning and implementing staff development activities. These activities provide personal and professional growth opportunities to the classified staff at COS.

COS students participate through ASB representation on the Board of Trustees, Academic Senate, Campus Curriculum Committee, College Council and its Institutional Standing Committees.

### Evaluation

The College meets this standard. There is an environment that enables faculty, staff and administrators to participate in the shared governance processes at the College.

### Planning Agenda

No planning agenda is recommended at this time.

***2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.***

### Description

Board of Trustee minutes reflects the adoption of the original participatory governance model through "Principals of Collegial Governance" on April 17, 1989. This adoption allowed for the development and continuance of the College Council and its Institutional Standing Committees. The most recently revised participatory governance model was adopted by Academic Senate and College Council in April of 2001. The College Council was established to serve as a forum for discussion on college-wide issues and to formulate and provide recommendations to the Superintendent/President regarding institutional planning and budget development.

Board policy 1110, Delegation of Authority, has empowered the Academic Senate to make recommendations to the Superintendent/President and to express its views directly to the Board on any matter pertaining to academic and professional matters at the College. The Board of

Trustees has identified areas for which it primarily relies on the Academic Senate: degree and certificate requirements, grading policies, and policies for faculty professional development activities. It also identifies areas for which they will seek mutual agreement: curriculum, educational program development, standards or policies regarding student preparation and success, College governance structures as related to faculty roles in the accreditation process, Program Review, institutional planning and budget development.

Student participation with the Board of Trustees is documented in Board Policy 1004 "Student Member of the Governing Board." This policy outlines the election process of the student representative, the importance of conferring with leaders of ASB and appropriate student groups regarding Board actions, and rights as a student Board member. Student representatives also participate on Academic Senate, Campus Curriculum Committee, College Council and its Institutional Standing Committees.

### Evaluation

The College substantially meets this standard. All constituency groups have established representation on governance committees. The Board of Trustees and the administration regularly receive recommendations from the College Council and the Academic Senate. There is evidence of Board Policy on Delegation of Authority with the Academic Senate. There is no evidence the current model of participatory governance was adopted by the Board of Trustees.

### Planning Agenda

1. The Board of Trustees will review the "Principles of Collegial Governance" adopted in 1989 to ascertain whether the policy reflects current practice.

***a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.***

### Description

Academic Senate serves as the primary governance structure for faculty members on campus, (Board Policies 1110 & 5020.) As outlined in IV.2, the Board of Trustees and the Academic Senate have an established delegation of authority for academic and professional matters at COS (Board Policy 1110).

College Council with its Institutional Standing Committees serves as governance entities and provides a voice for all campus constituents. One of the goals of the College Council is to maintain a forum for discussion of campus wide issues. College Council has four standing committees. 1) The Institutional Planning Committee develops policy recommendations involving short-range and long-range planning for the college. 2) The Institutional Budget Committee is charged with monitoring the budget for the college; ascertain the need and priority

of staffing and instructional support by coordinating the recommendations of the Institutional Planning Committee and the College Council. 3) The Institutional Facilities Committee considers and recommends requests for remodels, investigates non-instructional facility needs, and prioritizes capital construction projects. 4) The Institutional Technology Committee recommends coordination and integration of technology for the college. All of the committees have representation from all campus constituent groups.

### Evaluation

The College meets this standard through broad participation on Academic Senate and College Council and its Institutional Standing Committees.

The policy for delegation of authority with the Academic Senate is being followed and seems to serve the needs of both the Board and faculty. The Board of Trustees delegates, regularly reviews, and has final approval over the Academic Senate's recommendations on course curriculum.

The current structure of College Council and its Institutional Standing Committees is made up of representation of all constituent groups. The Institutional Standing Committees are designed to meet the needs of the College. However, there has been dialogue as to their roles in the governance process. With the lack of goal direction in the past for some of these committees it seems there was confusion among committee members as to the purpose of their assigned committee charge. As an example, in the past the Institutional Budget Committee did not have a clear stated purpose in duties which was partially attributed to a lack of participation over the 2003-04 and 2004-05 academic years.

### Planning Agenda

No planning agenda is recommended at this time.

***b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.***

### Description

The Board of Trustees has delegated authority to the Academic Senate for making recommendations with respect to academic and professional matters under Board Policy 1110. The Academic Senate meets twice a month and its Standing Committees have separate meeting schedules. During the 2004-05 academic year, Academic Senate meetings were suspended. The faculty association requested all faculty abstain from attending and participating in all campus meetings.

Student learning programs and services are discussed and debated in a number of faculty forums. They are discussed in Instructional Council which is composed of the chairs of all divisions as well

as academic administrators. In addition, counselors and librarians discuss updates and receive presentations on student learning programs and services at weekly meetings.

The Campus Curriculum Committee is a standing committee of the Academic Senate. It is composed of one faculty representative from all divisions, representatives from academic administration, and a student representative. Within this committee, issues related to academic programs, course curriculum and student learning are raised. The Campus Curriculum Committee has a written policy for approving new or modified courses. Once a modified or new course is approved by the Campus Curriculum Committee, it is then presented at Academic Senate for approval and then goes to the Board of Trustees for final approval.

The Academic Senate created the Student Learning Outcomes Committee in order to encourage dialogue among faculty and staff regarding identification of student learning outcomes and assessment at the course and program level. The long range goal of this committee is to have the college community identify learning outcomes and establish assessment for student learning at the course, program, and institutional levels.

### Evaluation

The College meets this standard through faculty and administrator participation on the Instructional Council and the Academic Senate standing committees, Campus Curriculum Committee and the Student Learning Outcomes Committee. The Board of Trustees has delegated authority to the Academic Senate through Board Policy 1110 to make recommendations to the Board with respect to these academic and professional matters.

Appropriate relationships and lines of participation are normally observed. In 2004-05, the Academic Senate was not meeting due to labor troubles. The Board of Trustees took some actions regarding curriculum that had not been forwarded from the Academic Senate because they were not meeting.

### Planning Agenda

No planning agenda is recommended at this time.

***3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.***

### Description

The College Council, Academic Senate, Instructional Council and ASB provide forums for discussion and communication through shared governance. Students, staff, faculty, and administrators have the right to participate in College governance and the opportunity to express



their opinions at the campus level. By working together collaboratively as members of these groups, they can work towards institutional improvement. Board Policy 5020 outlines how the Senate shall present its written views and recommendations to the Superintendent/President and then to the Board of Trustees. Board Policy 1004 outlines the duties and responsibilities of the ASB representative to the Board of Trustees. In addition, the Board has designated a trustee to serve on the Accreditation Self Study team.

The College Council and its Institutional Standing Committees meet twice monthly. Summaries from the College Council meetings are posted on the College website with an e-mail announcement from the President's Office on the posting. The Institutional Standing Committees provide reports at the College Council meetings. Some of the Institutional Standing Committees keep minutes and some do not. If minutes are recorded they may be distributed to committee members or even posted on the College website.

The Academic Senate meets twice a month with minutes being recorded at each meeting. Minutes are distributed via email to Academic Senate members and to administrative staff when they are guest speakers. The Standing Committees of Academic Senate meet on a regular schedule with the committee chairs presenting progress reports at the Academic Senate meetings. Standing Committees that record minutes usually distribute the minutes to committee members. In addition, the SLO Committee posts minutes on the College website.

Instructional Council is chaired by the Vice-President of Academic Services. Members include division chairs and Academic Administrators. Instructional Council meets twice a month with minutes being distributed to the members and any guest presenters.

Members of ASB meet every Tuesday in an open meeting session in which all students are welcome to attend. At each meeting members of ASB receive a copy of the previous meeting minutes for approval. Each week ASB minutes are posted at three locations throughout campus.

Administrators and full-time faculty have COS email accounts. Only a small percent of adjunct faculty have COS email accounts. Students do not have COS email accounts to receive campus information and news. Currently, the email system is being upgraded to improve electronic communication and to provide e-mail accounts for all student and adjunct faculty.

In September 2004, the College hired a new Public Information Officer (PIO) to head the Marketing and Community Relations unit of the campus. A new marketing plan was developed and work began immediately to increase communication in the community as well on the college campus. COS employees receive weekly email notices on campus happenings through the COS & Company newsletter. A public relations company was hired to do radio and TV ads for COS. The PIO also sends the monthly Board of Trustee meeting summaries via email to COS employees.

## Evaluation

COS substantially meets this standard through establishing structures for collaborative work between constituent groups. The College does have structures, processes and practices in place to communicate with all campus constituents. Most communication is sent via email or posted on the website. The recent plan to provide e-mail accounts to all students and adjunct faculty will improve campus-wide communication. In the last year more shared governance committees have started to post their minutes on the College website for easier access by students and staff.

The PIO's weekly news releases have allowed the public and the campus community to have a better understanding of COS events.

<b>Statement: Administration, faculty and classified work collaboratively on behalf of institutional improvements.</b>			
Level of Importance	Faculty (FT & PT)	Administration	Classified
Great/Moderate Importance	93.6	100	98.1
Little/No Importance	5.1		
Do Not Know	1.3		1.9
Level of Agreement	Faculty (FT & PT)	Administration	Classified
Strongly Agree/Agree	52	61.6	58.5
Disagree/Strongly Disagree	42.9	38.5	39.6
Do Not Know	5.2		1.9

The Accreditation Survey identified that all constituent groups felt this was of importance to work collaboratively on behalf of institutional improvements. While a majority from all groups agreed this was being done, there was a significant percentage in all groups that disagreed this occurred. Efforts have been made to expand channels of communication to the campus; however, there is no guarantee the communication is being read. Each shared governance committee needs to evaluate and attempt to improve communication with the campus as a whole.

## Planning Agenda

1. All shared governance committees and standing committees will post minutes from their meetings on the COS website.

***4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.***

### Description

COS is committed to the accreditation process. As required by the Commission the Institution has submitted four interim reports to the Accrediting Commission since 2000. The College responds to recommendations from State agencies, the Chancellor's Office, Federal grant programs, and other accrediting associations.

The College follows a process of reporting findings of accreditation reports to all members of the campus community prior to its receipt by the Board of Trustees in open session. Copies of the final report are sent to the library and made part of the public record.

As a requirement to maintain eligibility for financial aid funding (Title IV reporting requirements), the College participates in the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics. The series of interrelated surveys that allow for the collection of data in such areas as enrollment, program completions, faculty, staff, and finances is completed according to the IPEDS timetable. In addition, a Student Right To Know (SRTK) statement is published in the *General Catalog*.

### Evaluation

COS meets this standard. There are systems in place to inform campus constituents and the public on accreditation findings and other government surveys in an open and honest manner. For example, the STRK statement has been printed in the *General Catalog* as required by legislation. The STRK rates are determined by the Chancellor's Office based upon our submitted MIS data and it is our assumption that their reporting is accurate.

### Planning Agenda

No planning agenda is recommended at this time.

***5. The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

### Description

Recommendation # 7 of the 2000 Visiting Team Report was to streamline and simplify the decision making process for more direct access and communication between constituent groups and the Superintendent/President. Changes were made with the structure of College Council; the Superintendent/President is now a member of the Council and serves as the chair. One level of structure was eliminated with this change. Due to labor issues, the activities of the College Council were greatly impeded for the academic year 2004-05. For the academic school year 2005-06 the Council has been reshaping its processes in order to have greater effectiveness as a

recommending body. The College Council engages in planning efforts and in identification of areas requiring improvement (see standard I.B.6).

In the past, the Academic Senate used Program Review to identify strengths, weaknesses, areas that needed change, and plans to make necessary improvements. The 2005/06 Annual Update to the Program Review is posted on the Academic Senate website. The Senate has documented progress in achieving planning agendas items identified in its 2000-01 Program Review.

The Academic Senate was scheduled to undergo Program Review during 2005-06. However, during discussions in 2005 about what constituted a “program”, the Academic Senate was removed from the Program Review process because it does not meet the definition of a program. Despite not undergoing a Program Review during 2005-06, the Academic Senate’s constitution calls for the development of an Action Plan at the beginning of each academic year and evaluating their progress at the end of the year in April or May. The Academic Senate President presents findings from the Action Plan to the Academic Senate Executive Board and Standing Committee chairs for their evaluation, amendment, and suggestions. Then it is presented to members of the Academic Senate and used as a blueprint for Academic Senate initiatives in the coming academic year. The Academic Senate President presents the Action Plan to the Board of Trustees at their first or second Board meeting at the beginning of the academic year.

The Instructional Council represents the interests of faculty and administrators in Academic Services. While many of the issues discussed at Instructional Council meetings are for information purposes only, the Instructional Council annually considers issues relating to the hiring of full-time tenure track faculty and prioritization of instructional equipment requests. Instructional Council makes recommendations in each of these areas and forwards these recommendations to College Council. College Council relies upon the expertise of Instructional Council for advice regarding these issues. The Instructional Council does not undergo a formal evaluation process such as Program Review. It assesses its processes on an informal basis and makes adjustments to its procedures as necessary.

The ASB Board annually evaluates its progress in achieving its goals through Program Review and the annual progress report. Goals and objectives are set annually for the beginning of the academic year. Progress is evaluated using student surveys on campus events and services provided through ASB. Results of the annual progress report are included in the end of year report to Student Services and the student Trustee gives a summary of the results to the Board of Trustees.

### Evaluation

The standard has been substantially met.

The College Council structure and Institutional Standing Committees have been streamlined for easier communication between the Superintendent/President and constituents. While the College Council has its 2006-07 Goals listed on the COS website, their annual review is not posted and there is no formal evaluation process.

The Academic Senate posts its Program Review Annual Updates on the campus website. It also communicates its Action Plan to the Board of Trustees at the beginning of the academic year.

ASB has used the Program Review process along with the annual progress report to evaluate how effective their processes are and report these findings to Student Services and the Board of Trustees.

Instructional Council uses informal tools to assess their decision making structures and tools. There is not a defined system or timeline in place for assessing its processes.

### Planning Agenda

1. See planning agenda 1 in standard I.A.4.
2. See planning agenda 1 in standard I.B.6.

## **B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.6**

*1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

### Description

The Board of Trustees is the policy making body of the College and is entrusted with the responsibility to oversee all college programs and assets. The policies adopted by the Board of Trustees have been written to be consistent with the provisions of law, but do not encompass all laws relating to the District's activities. The Superintendent/President has custody of the *Board Policy and Procedure Manual* which is available to employees of the District and the public through the COS website.

The Board of Trustees is responsible for ongoing fiscal stability. The Board has delegated to COS administrators the responsibility to safeguard and manage district assets and ensure ongoing effective operations. BP 1091 outlines the principles to promote an environment for growth, productivity, self-actualization, and progress based on a foundation of sound fiscal management.

BP 1010 includes the selection, appointment, and evaluation of the Superintendent/President as a Board duty. In the fall of 2005, written procedures for the search process in hiring a new Superintendent/President were adopted by the Board.

BP 1110 delegates authority to Academic Senate to make recommendations on academic and professional matters. The Academic Senate reviews recommendations from the Campus Curriculum Committee regarding educational programs, curriculum, and degrees and certificates. The College has an active Student Learning Outcomes (SLO) Committee that is providing education and training to faculty in identifying student learning outcomes and in assessing achievements of those outcomes.

### Evaluation

The College meets this standard. The Board is responsible for the establishment of policies to ensure the quality and effectiveness of student learning programs and services, to maintain financial stability of the institution, and to select and evaluate the Superintendent/President.

<b>Statement: The Board is effective in remaining focused at the policy level.</b>				
Level of Importance	Faculty (FT & PT)	Administration	Classified	Board
Great/Moderate Importance	88.5	100	80.8	80
Little/No Importance	6.4		1.9	
Do Not Know	5.1		17.3	20
Level of Agreement	Faculty (FT & PT)	Administration	Classified	Board
Strongly Agree/Agree	30.4	76.9	40.4	100
Disagree/Strongly Disagree	51.9	15.4	28.8	
Do Not Know	17.7	7.7	30.8	

The Accreditation Survey indicated that all constituent groups agree on the importance of the Board remaining focused at the policy level. The Board members and administration strongly agree/agree this is the Board's practice. The perception among some faculty (51.9%) and classified (28.8%) is that the Board does not remain focused at the policy level. This perception may be due to the decisions made by the Board during the recent State fiscal crisis and prolonged faculty contract negotiations.

### Planning Agenda

No planning agenda is recommended at this time.

***a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.***

### Description

The Board of Trustees is an essential link with the community and represents five separate geographic wards. The Board considers input from the College community and the greater community they represent in their decision-making process. Each Board member is an advocate

for the College and articulates the College successes and needs to their respective constituents. The Board of Trustees determine broad general policies which govern the operation of COS and review these policies periodically. The Board does not confuse policies with the administrative regulations for the operation of the College. Trustees follow a code of conduct not to use their Board position for personal gain.

### Evaluation

The COS Board of Trustees meets this standard by acting on the majority vote of the Board and implementing the decision as a group.

<b>Statement: The Board of Trustees represents the best interests of the public.</b>				
Level of Importance	Faculty (FT &PT)	Administration	Classified	Board
Great/Moderate Importance	94.8	100	88.4	100
Little/No Importance	.3		1.9	
Do Not Know	3.9		9.6	
Level of Agreement	Faculty (FT & PT)	Administration	Classified	Board
Strongly Agree/Agree	26.9	92.3	32	100
Disagree/Strongly Disagree	57.7	7.7	37.8	
Do Not Know	15.4		30.2	

The Accreditation Survey found that all constituent groups believed it of importance that the Board of Trustees represents the best interests of the public. However, not all groups on campus share this perception. Administration and the Board agree that the Board represents the public's interest whereas the faculty and classified staff had a large percentage that disagreed with this. Prolonged contract negotiations for classified and especially for faculty may have contributed to this perception.

### Planning Agenda

No planning agenda is recommended at this time.

***b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.***

### Description

The Mission of COS, as described in Standard I.A.1, "focuses on preparing students for productive work, lifelong learning, and community involvement." The Educational Master Plan (2005-2006) was adopted by the Board on September 12, 2005 and states, "the Mission of COS is reflected in planning documents, accomplished through programs and services, and measured by

Program Review, external accreditations, and institutional performance indicators.” The College places importance on allocating its financial resources to achieve institutional goals by establishing this as Institutional Goal #6 of the Educational Master Plan. Board Policy 8001 Program Review, identifies Program Review as one of the elements of formal evaluation and mentions the Accreditation Self Study and Institutional Performance Indicators as other elements.

### Evaluation

The College meets this standard. The COS Mission is reflected in the College’s institutional planning, implementation, and evaluation of student learning programs and services. The College does place priority to allocate resources in support of student learning programs. At times budget constraints do not allow for full resource support of student learning programs. As an example, not all new full-time faculty positions were hired for the academic year 06/07 due to low student enrollment from the previous academic year. When resources are available these positions will be added back in priority order as determined through the shared governance process.

### Planning Agenda

No planning agenda is proposed at this time.

***c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.***

### Description

A review of Board agenda items demonstrated regular opportunities for the Board to be informed on program, fiscal and legal issues as well as taking action on these topics. The Board of Trustees reviews educational programs and curriculum that have undergone the required approval processes, which includes input from the departments, divisions, the Campus Curriculum Committee and the Academic Senate.

The Board of Trustees closely monitors the financial resources of the District. At each meeting the Board receives detailed reports on the district’s current financial state, progress toward attainment of specified financial goals, and projections concerning the District’s ongoing financial viability. A Preliminary Budget is adopted in May after it has been developed by the VP of Administrative Services in consultation with the President’s Cabinet. The preliminary budget is presented to the Institutional Budget Committee and the College council for information purposes. The Final Budget is adopted in September following passage of the State’s final budget.

In addition, the Board contracts with Tulare County Council for legal assistance. When necessary, the Board also contracts with other attorneys.



### Evaluation

The College meets this standard. The Board of Trustees takes an active leadership role to ensure the financial stability of the college. The Board relies on the expertise of attorneys regarding the College's legal matters.

### Planning Agenda

No planning agenda is recommended at this time.

***d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.***

### Description

The Board of Trustees *Policy Manual* contains policies, duties, responsibilities, ethical conduct requirements, and structure and operating procedures. Recommendation #6 in the 2000 Accreditation Visiting Team Report recommended the Board communicate more proactively Board actions in relation to revision of policies. All Board Policies are currently available on the COS website. Written copies of the Board Policies are available in the President's Office and in the reference area of the Learning Resource Center for public access. As new policies are adopted or as existing policies are revised, the President's Office updates the website and also sends notification to everyone on the campus about changes.

Board Policy 1002 specifies the number of Board members and qualifications each member must meet. Board Policy 1000 relates to the general responsibility and code of conduct of Board members. Board Policy 1010 lists the duties of the Board.

### Evaluation

The college meets this standard.

Board policies are posted on the COS website. There is also a copy available in the President's Office, the Learning Resource Center, and in various offices across campus.

### Planning Agenda

No planning agenda is recommended at this time.

***e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.***

### Description

The Board of Trustees evaluates its policies and practices at its annual evaluation meeting. The Board has requested that administration update Board policies on a regular basis. The College subscribes to the Community College League of California's Policy and Procedure Service. This service assists in the development and maintenance of policies and procedures legally required and/or recommended by statute.

### Evaluation

The College meets this standard in that the Board does follow its policies and bylaws. The Board does emphasize the importance of regular review and update of Board policy and procedures.

COS does receive timely notification of policy updates through CCLC policy service.

### Planning Agenda

No planning agenda is recommended at this time.

***f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

### Description

The Board of Trustees has a policy (1002) on membership that includes qualifications and elections specified by law from the five geographical wards of the district. Board elections are staggered every two years with either two or three positions up for election.

Each member of the Board receives the updated Community College League of California Trustee (CCLC) Handbook annually. In addition, new members are encouraged to attend the Trustee Orientation Workshop at the beginning of the annual CCLC Conference. The Superintendent/President meets with each new Board member to orient them on the College's organization, structure, priorities and introduces them to administrative leaders.

The Board has an annual retreat during which reports from major areas and services may be presented. Appropriate administrators, faculty, and staff have been invited to attend and to present reports and to participate in question and answer sessions.

### Evaluation

The college meets the standard in both policy and practice.

### Planning Agenda

No planning agenda is recommended at this time.

***g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.***

### Description

As per Board Policy 1000, "The Board of Trustees will hold its own evaluation and discussion to evaluate its effectiveness in setting policy and representing the constituency by which it is elected". The Board uses the instrument provided by the Association of Community College Trustees for its annual evaluation. This instrument asks each trustee to evaluate his/her individual performance in their role as a member of the Board, as well as the Board's performance as a whole. This is done annually at the evaluation session of the Superintendent/President. In addition, at the annual retreat, the Board does an introspective informal assessment on their performance and progress over the past year with the management team.

Board policies are posted on the COS website and staff are notified of new policies by email. Since the addition of the PIO, there is regular communication to College staff and the community on Board actions.

The 2000 Accreditation Visiting Team Report recommendation #6 recommended the Board communicate more proactively and publicly governing Board actions in relation to the revision of policies, and the processes and outcomes of the Boards' self-evaluation. Outcomes of the Board's self-evaluation and of the superintendent/president are not routinely communicated to campus constituents.

### Evaluation

The college meets this standard through established Board policy and practice. Recommendation #6 from the 2000 Accreditation Visiting Team Report asked the Board to publish the outcomes of their self-evaluation which is not required in this standard.

In the Accreditation Survey, Board members placed great importance on their self-evaluation review process. Most Board members (60%) agree this process is effective, (20%) disagreed and (20%) did not know. The Board is currently reviewing this process and is examining exemplary evaluation policies and procedures acquired from other community colleges for both Board self-evaluation and evaluation of the Superintendent/President. Once this review has been completed, the Board will determine what changes, if any, need to be adopted.

### Planning Agenda

No planning agenda is recommended at this time.

***h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.***

Description

The Board of Trustees has a policy (BP 1000) outlining their general responsibility and code of conduct. The code of conduct stipulates Board members must represent constituents honestly and equally, not use Board membership for personal gain, take no private action to compromise the Board or District, shall preserve confidentiality of closed sessions, abide by majority decisions of the Board, and encourage and respect free expression of opinion by fellow board members.

If unethical behavior occurs, the Board of Trustees would follow the recommendations listed in the CCLC Handbook. The Board chair would need to raise the code of conduct issue with the individual board member. If the problem(s) continued, the entire Board may wish to discuss the issue. Public censure is the last step in the process.

Evaluation

The college partially meets this standard. The current Board of Trustees has not had to handle a code of conduct issue among its membership. There is no Board policy that outlines the process to deal with unethical behavior. If a situation would occur, Board members have stated they would adhere to the standards set forth in the CCLC Handbook regarding unethical conduct.

Planning Agenda

1. The Board of Trustees will develop a policy for dealing with behavior that violates its code of ethics.

***i. The governing board is informed about and involved in the accreditation process.***

Description

The Board of Trustees is involved in the accreditation process by having a member serve on the Governance and Leadership Committee for this accreditation cycle. This Board member reports to the Board on a regular basis regarding the accreditation progress. The Accreditation Self Study was distributed to Board members for review in the Spring semester 2006 and the Accreditation Chair attended Board meetings to update the Board on the progress of the Accreditation Steering Committee.

Evaluation

The college meets this standard. The Board takes an active role in accreditation by serving on committees, receiving periodic updates, and being available to provide information for the accreditation self study process.

## Planning Agenda

No planning agenda is recommended at this time.

*j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multicollege districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

## Description

A duty of the Board of Trustees is to select and appoint the Superintendent/President of the College. The Board follows written procedures for the selection process: on inviting internal and external applicants, on developing the Superintendent/President position profile, including budget information, student enrollment, demographics, faculty and staff information, community information, and accomplishments expected of the Superintendent/President. In the 2005-06 academic year, COS followed a process which included: the Board developing and formally approving a Superintendent/President profile that was sent to a contracted consultant group who searched for qualified candidates. The consultant advertised the position State-wide and nationally. COS established a 13 member search committee comprised of representatives from across campus and it was directed to select 10-12 candidates for interviews. The consultants narrowed the candidate selection to 4 unranked finalists and forwarded them to the Board for final interviews. The Board reserved the right to interview additional candidates in the pool. Prior to the final interviews, there was a public forum at which all four finalists answered a series of questions. The Board interviewed the finalists and selected the new Superintendent/President.

The Board of Trustees establishes District policies and delegates to the Superintendent/President the responsibility to implement the adopted policies. The Superintendent/President is empowered to interpret Board policy. In situations where there is no Board Policy the Superintendent/President has the power to act, but such decisions are subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board policy if one is required.

The performance evaluation of the Superintendent/President is completed by the Board of Trustees annually, on or before June 30th. The Board considers the following items in the evaluation: Board-Superintendent/President relationship, success with the Superintendent/President's relationship with faculty, classified, and management personnel; as well as the community, development and maintenance of instructional and student services programs, administrative skill in the management of district finances, campus growth, and development and maintenance of facilities.

In reference to the recommendation #6 from the 2000 Accreditation Visiting Team Report, Board actions regarding the evaluation of the Superintendent/President are announced publicly at the Board of Trustees meeting and in the subsequent Board minutes.

### Evaluation

The college meets this standard.

The Board is currently reviewing their evaluation process and is examining exemplary evaluation policies and procedures acquired from other community colleges for both Board self-evaluation and evaluation of the Superintendent/President. Once review has been completed, the Board will determine what changes, if any, need to be adopted.

### Planning Agenda

No planning agenda is recommended at this time.

***2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.***

### Description

The Superintendent/President serves as secretary to the Board of Trustees. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board under Ed Code 70902, 72400, under Title V Regulations, and Board Policy 1095. The Superintendent/President may delegate any powers and duties entrusted to him/her by the Board, but will be specifically responsible to the Board for execution of such delegated powers and duties (BP 1095). The Superintendent/President provides overall leadership and oversight to the college, including Student Services, Academic Services, Human Resources, and Administrative Services.

The College Council and President's Cabinet are both chaired by the Superintendent/President. Students, full time and adjunct faculty, classified staff, and administrators are represented on the College Council. Their representatives have the opportunity to voice their concerns and advocate their position directly to the Superintendent/President before casting their vote on the issues presented to the College Council. The President's Cabinet includes senior administration. The Academic Senate president and CSEA President attend the President's Cabinet.

The Superintendent/President traditionally takes an active role in lobbying for financial support of the both the District and the California Community College system with the California Legislature and the Chancellor's Office.

It is a priority with the office of Superintendent/President to be working with the communities within the COS District. The Superintendent/President is active in meeting with local representatives and senators from the California Legislature to discuss issues regarding California Community College system for financial and educational needs of COS.

### Evaluation

The College meets this standard by following BP1095, annual reviews by the Board of Trustees, and current practices of the Superintendent/President.

Since the last accreditation review, changes have been made to facilitate more direct communication between constituent groups and the Superintendent in regard to shared governance structure. In 2005-06, campus constituencies have been able to compromise on major issues and move forward to work collaboratively through shared governance.

<b>Statement: The Superintendent/President provides effective leadership.</b>				
Level of Importance	Faculty (FT & PT)	Administration	Classified	Board
Great/Moderate Importance	97.5	100	98.1	100
Little/No Importance	2.6			
Do Not Know			1.9	
Level of Agreement	Faculty (FT & PT)	Administration	Classified	Board
Strongly Agree/Agree	73.8	84.7	74.1	100
Disagree/Strongly Disagree	18.8	15.4	16.7	
Do Not Know	7.5		9.3	

The Accreditation Survey demonstrated that all constituent groups were in agreement on the importance of the Superintendent/President providing effective leadership and majorities of each group agreed to the level of effective leadership.

### Planning Agenda

No planning agenda is recommended at this time.

*a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### Description

The Superintendent/President oversees an administrative structure which includes the President's Office, Academic Services, Student Services, and Administrative Services. The Vice President of

Academic Services, Vice President of Administrative Services, Vice President of Student Services, Dean of Students, the Executive Director of the COS Foundation/Institutional Advancement, the Dean of Human Resource/Legal Affairs, and the Public Information Officer (PIO) make up the President's Executive Cabinet.

The Superintendent/President regularly reviews the College's administrative structure to make certain that it supports the institutional Mission. For example, in the Fall of 2004 a Public Information Officer (PIO) was hired. This position had been eliminated more than a decade ago because of budget constraints. The need for a PIO had been identified in previous institutional planning sessions and was part of the recommendations arising out of the Strategic Plan in 2002, when enhancing marketing efforts was identified as a key finding. The PIO communicates weekly news releases on events and happenings at COS which has allowed the public to have a clearer view on COS contributions to the community.

The Superintendent/President has organized the administrative staff to meet the needs of the College and the budget. In the last five years, the Superintendent/President has had to sacrifice administrative positions in support of the overall budget of the institution. As an example, one of the Academic Dean positions was vacated and has not been replaced. This has necessitated the assignment of new duties to management positions and to reassign some managers to different positions with the loss of some grant funding and other cutbacks. Given the fiscal and budgetary constraints, changes were made so the needs of students, staff, and community could be met.

### Evaluation

The College meets this standard. The Superintendent/President plans and organizes administrative structure to best meet the needs of the institution.

### Planning Agenda

No planning agenda is recommended at this time.

***b. The president guides institutional improvement of the teaching and learning environment by the following:***

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

### Description

The Superintendent/President provides overall leadership for the college and is dedicated to providing an effective learning environment and a quality educational experience for all students.



Since the last Accreditation report the Superintendent/President has presided over the development and implementation of six key goals for 2003 – 2006.

1. College of the Sequoias will address all aspects of diversity in its operations.
2. College of the Sequoias will operate efficiently and effectively and will ensure the accountability of program, services, and processes.
3. College of the Sequoias will promote dialogue among its internal and external constituencies to develop the best use of fiscal resources for personnel, program and facilities and services
4. College of the Sequoias will provide the highest level of service to our students by identifying and implementing effective practices for faculty/staff career development and training.
5. College of the Sequoias will provide programs and services to facilitate student success in meeting their goals as verified through measurable outcomes.
6. College of the Sequoias will allocate its financial resources to achieve institutional goals.

The Board of Trustees, Academic Senate, Instructional Council, College Council and its Institutional Standing Committees, and the President's Cabinet are all a part of the collegial process which is used to set the values, goals, and priorities for the College. The Superintendent/President facilitates the interaction of these groups to achieve institutional goals.

Student learning programs are developed to meet the needs of the District's students. Program courses are approved and monitored through the Campus Curriculum Committee. The Program Review process evaluates the success and relevancy of every COS program and service. Program Review is also used as a mechanism to establish resource allocation to programs and services. The Superintendent/President delegates implementation of the Program Review process to senior administrative staff.

The Office of Research and Grants generates and distributes numerous reports. Among these is the Institutional Performance Indicators Report which includes data on FTES, WSCH, and Load, staff composition, workforce development; student basic skills improvement, successful course completion, degrees and certificate completions, transfer prepared and transfer data.

In the past, the Office of Research and Grants has been housed with the Vice President of Academic Services, with the Director having open access to the Superintendent/President and his Cabinet, assisting them with research needs and providing analyses of internal and external conditions that affect the institution. As of Spring 2006 this office was relocated to the President's Office as part of the administrative reorganization.

In September 2005, a new Educational Master Plan was adopted by the Board of Trustees. It included information from Program Review reports, Institutional Performance Indicators, external evaluation reports, and student equity and matriculation reports. The Educational Master Plan was approved by the College Council and was reviewed by the President's Cabinet before being adopted by the Board.

Evaluation

The institution substantially meets this standard.

The goals set forth in the Institutional Master Plan identify specific strategies for each goal as well as a timeline for completion. There is no written procedure for evaluation of goal attainment. With the adoption in 2005 of the Educational Master Plan, specific educational programs are identified for sites in Visalia, Hanford and Tulare.

<b>Statement: The President ensures that educational planning is integrated with resource distribution to achieve SLO's</b>			
Level of Importance	Faculty (FT & PT)	Administration	Classified
Great/Moderate Importance	79.2	100	84.6
Little/No Importance	13		1.9
Do Not Know	7.8		13.5
Level of Agreement	Faculty (FT & PT)	Administration	Classified
Strongly Agree/Agree	49.3	61.5	55.6
Disagree/Strongly Disagree	16.4	30.8	13
Do Not Know	34.2	7.7	31.5

The Accreditation Survey indicated that a majority of faculty, administrators and classified staff found it of importance that the President ensure educational planning be integrated with resource distribution. There is less agreement about whether or not this occurs. It is interesting to note that a significant percentage of faculty and classified staff indicated Do Not Know.

Planning Agenda

No planning agenda is recommended at this time.

*c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Description

The Superintendent/President is responsible for overseeing the implementation of Board Policies, administrative procedures, statutes and regulations for the College and ensures the actions of the College are consistent with its stated Mission. These policies, statutes and regulations provide context for discussions and decisions in President's Cabinet, Management Council and College Council.

### Evaluation

The College meets this standard. The Superintendent/President oversees implementation of Board policy, statutes and regulations.

### Planning Agenda

No planning agenda is recommended at this time.

### ***d. The president effectively controls budget and expenditures.***

#### Description

The Superintendent/President works with the Vice President of Administrative Services to develop the budget and set the budget controls. Recommendation #5 from the 2000 Accreditation Visiting Team Report recommended developing and refining the budget development process to ensure the College community understands the process. Substantial progress has been made by College Council in streamlining the Above Base Budget process and using data generated by the Program Review process. All of this was accomplished through shared governance.

The Vice President of Administrative Services in consultation with the President's Cabinet prepares a Preliminary Budget. The Preliminary Budget is reviewed by the College Council and the Institutional Budget Committee. The Institutional Budget Committee has had low participation over the last few years and is currently in a rebuilding process. The President/Superintendent receives budget recommendations from the College Council which are then discussed in the President's Cabinet. The College produces a comprehensive *Budget Book* that is available to all college constituents. Budget reports are routinely presented at the monthly Board of Trustees meeting.

In 2001-02 there were budget expenditures that were not accurately reported. Subsequently, this caused problems the next fiscal year. The College made changes to resolve these issues. The 2002-03 *Fiscal Health and Analysis Report* from the School Services of California made several recommendations that were written into the Institutional Goals. The most recent audit report as of January 2006 reported no major findings.

#### Evaluation

The College meets this standard. There has been significant improvement in coordinating budgets with programs, but more can be accomplished. The actions taken from the last accreditation to streamline the budget process have allowed for a more systematic approach through shared governance.

## Planning Agenda

No planning agenda is recommended at this time.

***e. The president works and communicates effectively with the communities served by the institution.***

### Description

The Superintendent/President and his designees represent the College on various local boards and commissions. The Board of Trustees and the Superintendent/President have had regular meetings with the City Councils from Visalia, Hanford, and Tulare, at which time issues of importance to these three communities are discussed.

The Superintendent/President has participated as a member of the Chambers of Commerce in Corcoran, Hanford, Tulare, and Visalia and the Kings-Tulare Counties Hispanic Chamber of Commerce.

The Superintendent/President chaired a local group which includes as members CEOs of large non-profit businesses in Visalia. They met once a month to discuss issues that related to all of the organizations.

In the Summer of 2001, the Superintendent/President's office established an "On Target with COS" forum. The monthly luncheons provided the Superintendent/President an opportunity to interact with members of the community in the COS District. The monthly luncheons were well attended in the first 1-2 years with good representation from school districts and city governments. By the third year attendance was down even with an extended outreach to local churches. This last year the Superintendent/President's Office re-established the High School Superintendents/Principals Forum of public, private, and continuation high schools. This provides a regular venue for Superintendents/Principals to share concerns regarding educational access for their students and suggestions on improving COS services to their schools.

The Superintendent/President has been attending meetings of local service groups in the College district to communicate the benefits COS can provide to their communities and the future growth needs of COS. The Superintendent/President is working with local hospitals (Kaweah Delta Health Care District, Hanford Community Medical Center, Tulare District Hospital, and Corcoran District Hospital) and the Tulare County Medical Foundation to expand the COS nursing program.

The Superintendent/President provides leadership to the COS Foundation as a member of the executive committee and routinely attends their monthly meeting to report on campus issues. The PIO assists the Superintendent/President in communicating and marketing the services and programs of COS.

Evaluation

The College meets this standard. A good faith effort continues to be made by the Superintendent/President to communicate to all communities with in the COS District.

Planning Agenda

No planning agenda is recommended at this time.

## Documentation

1. Board of Trustees Agendas & Minutes
2. Institutional Planning Committee Minutes
3. COS Strategic Plan
4. College Council Minutes
5. Campus Curriculum Committee Minutes
6. Student Learning Outcomes Committee Minutes
7. Accreditation Survey Results
8. Board of Trustees Policy Manual
9. Institutional Facilities Committee Minutes
10. Institutional Technology committee Minutes
11. Institutional Budget Committee Minutes
12. Academic Senate Minutes
13. College Council Goals & Accomplishments
14. College Council Members & Institutional Standing Committees Members
15. Academic Senate Yearly Action Plan
16. ASB Minutes
17. ASB Subcommittee Minutes
18. ASB Program Review
19. ASB Annual Goals & Objectives
20. Instructional Council Minutes
21. President's Cabinet Minutes
22. CCLC handbook
23. CCLC Policy & Procedure Service
24. Office of Research & Grants – IPEDS, SRTK, MIS Data, FTES, WSCH, Load
25. 2001-02 Leadership Program Review
26. Search Procedure for new Superintendent/President

**DISTANCE EDUCATION:**

A. Definition: Distance education allows the exploration and development of educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers. A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. (CCC Distance Education Guidelines)

Distance education instruction is subject to requirements of the Americans with Disabilities Act and the Rehabilitation Act of 1973 (Section 55200) The Director of the Disability Resource Center will assure that all accommodations are accessible to students with disabilities as outlined in the California Community Colleges Distance Education Guidelines, March 2004 edition.

B. Course Approval: Each proposed or existing distance education course shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020 or 4022.

1. Course Quality Standards: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5, Section 55207).
2. Instructor Contact: All approved distance education courses include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities (Title 5, Section 55211).

C. Faculty Selection and Workload: Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. The number of students assigned to any one course section offered by distance

education all be determined by and be consistent with other District procedures related to faculty assignment. (Title 5, Section 55208)

D. Ongoing Responsibility of Districts: Title 5, Section 55210 requires that the District maintain records and report data through the Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education. In addition, the District shall provide other information as deemed necessary by the Board of Governors.

E. Reporting:

The Distance Education Coordinator will make an annual report to the Board of Trustees addressing the current state of distance education at COS.

References: Title 5, Section 55200 et seq.; California Community Colleges Distance Education Guidelines, March 2004.

Form: Curriculum Committee Distance Education Form  
May 12, 2009



## STUDENT DISCIPLINE PROCEDURES

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies, *however, the district will cooperate with local law enforcement agencies and report required offenses as required by law.*

*The Student Right to Know and Campus Security Act of 1990, known as the Clery Act, requires that the district report “statistics concerning the occurrence of certain criminal offenses that are reported to the local police agency or any official of the institution who is defined as a Campus Security Authority. These offenses include murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law violations, drug violations and/or illegal weapons possession.*

*The district is also required to report statistics for hate (bias) related crimes for the following classifications: murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny, vandalism, intimidation, simple assault, liquor law violations, drug violations and/or illegal weapons possession.*

*The district will report offenses that occur on campus, in residence facilities, in non-campus property and on public property.*

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

### **A. Definitions:**

Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

District. The College of the Sequoias Community College District.

Expulsion. Exclusion of the student by the Board of Trustees from all sites in the District for one or more terms.

Instructor. Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the

student, or other academic employee who has responsibility for the student's educational program.

Long-term Suspension. Exclusion of the student by the Superintendent/President, or designee, for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Removal from Class. Exclusion of the student by an instructor for the day of the removal and the next class/meeting or activity.

Short-term Suspension. Exclusion of the student by the Superintendent/President, or designee, for good cause from one or more classes for a period of up to ten (10) consecutive days of instruction.

Student. Any person currently enrolled as a student at any site or in any program offered by the District.

Written or Verbal Reprimand. An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the College for a period of up to one year.

Withdrawal of Consent to Remain on Campus. Withdrawal of consent by the Superintendent/President or their designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the Superintendent/President, or designee, has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

**B. Short-term Suspensions, Long-term Suspensions, and Expulsions:** Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

1. Notice. The Superintendent/President, or designee, will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
  - a. the specific section of the Standards of Student Conduct that the student is accused of violating;
  - b. a short statement of the facts supporting the accusation; *this should include the "COS Student conduct Form (Appendix A).*
  - c. the right of the student to meet with the Superintendent/President or their designee to discuss the accusation, or to respond in writing; and,
  - d. the nature of the discipline that is being considered.

2. Time limits. The notice must be provided to the student within ten (10) school days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within five (5) school days of the date on which conduct occurred which led to the decision to take disciplinary action.
3. Meeting. If the student chooses to meet with the Superintendent/President, or designee, the meeting must occur no sooner than two (2) school days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

**C. Short-term Suspension.** Within ten (10) school days after the meeting described above, the Superintendent/President, or designee, shall, pursuant to a recommendation from the Dean of Student Services, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the decision of the Superintendent/President, or designee, shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The decision of the Superintendent/President, or their designee, on a short-term suspension shall be final.

**D. Long-term Suspension.** Within ten (10) school days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the Dean of Student Services, decide whether to impose a long-term suspension. Written notice of the decision of the Superintendent/President shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed and a copy of this policy describing the procedures for a hearing.

**E. Expulsion.** Within ten (10) school days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the Dean of Student Services, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Superintendent/President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

#### **F. Hearing Procedures:**

**Request for Hearing.** Within ten (10) school days after receipt of the Superintendent/President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the Superintendent/President or designee.

**Schedule of Hearing.** The formal hearing shall be held within ten (10) school days after a formal request for hearing is received.

**Hearing Panel.** The hearing panel for any disciplinary action shall be composed of two students annually elected by the Associated Student Body Association, two faculty members appointed annually by the Superintendent/President, two administrators

appointed annually by the Superintendent/President, and one person appointed annually by the Superintendent/President to serve as chairperson.

The Superintendent/President, the president of the Academic Senate, and the ASB president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The Superintendent/President shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

**Hearing Panel Chair.** The Superintendent/President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

**Conduct of the Hearing.** The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.

The facts supporting the accusation shall be presented by a college representative. The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted. Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by substantial evidence that the facts alleged are true.

The student may represent himself or herself, and may also have the right to be represented by a person of his or her choice, except that the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel, but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) school days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

The hearing shall be recorded by the District either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. *Any witness who refuses to be recorded may not be permitted to give testimony*

Within ten (10) school days following the close of the hearing, the hearing panel shall prepare and send to the Superintendent/President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

#### **G. Superintendent/President's Decision:**

**Long-term Suspension.** Within five (5) school days following receipt of the hearing panel's recommended decision, the Superintendent/President shall render a final written decision. The Superintendent/President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the Superintendent/President modifies or rejects the hearing panel's decision, the Superintendent/President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final.

**Expulsion.** Within five (5) school days following receipt of the hearing panel's recommended decision, the Superintendent/President shall render a written recommended decision to the Board of Trustees. The Superintendent/President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the Superintendent/President modifies or rejects the hearing panel's decision, he or she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The Superintendent/President's decision shall be forwarded to the Board of Trustees .

**H. Decision of the Board of Trustees:** The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail or by personal service, at least three (3) days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight (48) hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify or reject the findings, decisions and recommendations of the Superintendent/President and/or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

**I. Immediate Interim Suspension [Education Code Section 66017]:** The Superintendent/President, or designee, may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

**J. Lowered Grade [Education Code Section 76224]:** Any instructor may lower a grade, including, giving an F or no credit, on an assignment, essay, project test, or quiz that involves cheating or plagiarism.

**K. Removal from Class/Activity [Education Code Section 76032]:** Any instructor may order a student removed from his or her class/activity for the day of the removal and the next class/activity meeting. The instructor shall immediately report the removal to the Superintendent/President and the Dean of Student Services. The Dean of Student Services shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the Dean of Student Services shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the Dean of Student Services from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

**L. Withdrawal of Consent to Remain on Campus:** The Dean of Student Services *or a District Police Officer* may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean of Student Services or a District Police Officer, a written report must be promptly made to the Superintendent/President.

The person whose consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven (7) days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than ten (10) school days from the date upon which consent was initially withdrawn.

Any person whose consent to remain on campus has been withdrawn and who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. [Penal Code Section 626.4]

**M. Time Limits:** Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Reference: Education Code Section 66300, 72122, 76030

***Appendix A, COS Student Conduct Report Form***  
***Appendix B, Withdrawal of Consent to Remain on Campus***

***Adopted:*** February 12, 2008

***Revised:*** March 14, 2011

**COS Student Conduct Report Form**  
*(To be completed by Faculty/Staff member)*

**Name of Student:** \_\_\_\_\_ **Student ID/Banner #** \_\_\_\_\_

**Class/Office involved:** \_\_\_\_\_ **Date(s):** \_\_\_\_\_ **Time(s):** \_\_\_\_\_

**Reported by:** \_\_\_\_\_ **Dept:** \_\_\_\_\_ **Contact Phone:** \_\_\_\_\_

**Please indicate the specific type of inappropriate behavior exhibited (Check any that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Threatening or attempting to cause physical injury</i>   | <input type="checkbox"/> <i>Theft of or damage to property</i>  |
| <input type="checkbox"/> <i>Possessions of a dangerous object</i>  | <input type="checkbox"/> <i>Causing damage to district or private property</i>  |
| <input type="checkbox"/> <i>Sexual harassment or discrimination</i>  | <input type="checkbox"/> <i>Possession of stolen property belonging to the college, a member of the college community or campus visitor</i> |
| <input type="checkbox"/> <i>Lewd, indecent or obscene conduct</i>  | <input type="checkbox"/> <i>Unauthorized entry or use of College facilities</i>   |
| <input type="checkbox"/> <i>Disruptive or offensive conduct</i>  | <input type="checkbox"/> <i>Use of a controlled substance or alcohol</i>  |
| <input type="checkbox"/> <i>Obstruction or disruption of teaching</i>  | <input type="checkbox"/> <i>Smoking or tobacco products in prohibited area(s)</i>   |
| <input type="checkbox"/> <i>Cheating/Plagiarism</i>  | <input type="checkbox"/> <i>Willful misconduct or violation of College rules</i>  |
| <input type="checkbox"/> <i>Dishonesty or knowingly furnishing false information to the College</i>  | <input type="checkbox"/> <i>Willful disobedience to directions of college officials</i>   |
| <input type="checkbox"/> <i>Forgery, alteration, or misuse of college documents, records, or information</i>                                   |   |
| <input type="checkbox"/> <i>Other behavior of concern that is potentially disrupting for this or any other student's educational progress.</i> |   |

**The conduct violation or behavior of concern occurred as described below (Please describe the specific conduct or behavior you have witnessed that has caused you to be concerned for the student's educational success, disruptive the educational process, operation of the college environment, or possibly violated the Student Code of Conduct. Please attach any documents necessary or additional pages(s) if needed):**



**ACTION TAKEN BY FACULTY/STAFF MEMBER:**

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Talked with Student</i> | <input type="checkbox"/> <i>Grade Lowered for Cheating/Plagiarism for this incident</i> |
| <input type="checkbox"/> <i>Removed from class</i>  | <input type="checkbox"/> <i>Referred to Dean/Supervisor of Division/Department</i>      |
| <input type="checkbox"/> <i>Warned Student</i>      | <input type="checkbox"/> <i>Referred to Psychological Services</i>                      |

**Documentation/Comments - attach additional pages(s) if needed):**

*Faculty/Staff member's signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_  
*Phone Number:* \_\_\_\_\_ *Office Hours:* \_\_\_\_\_

**SEND FORM TO DIVISION CHAIR OR DEPARTMENT SUPERVISOR**

*Note: Any time a student is removed from class, the Dean of Student Services must immediately receive a copy of this form.*

**ACTION TAKEN BY DIVISION CHAIR OR DEPARTMENT SUPERVISOR:**

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Talked with Student</i>                | <input type="checkbox"/> <i>Warned Student</i>                             |
| <input type="checkbox"/> <i>Removed from class</i>                 | <input type="checkbox"/> <i>Referred to Dean of Division or Department</i> |
| <input type="checkbox"/> <i>Referred to Psychological Services</i> | <input type="checkbox"/> <i>Referred to Behavior Intervention Team</i>     |

**Documentation/Comments - attach additional pages(s) if needed):**

*Division Chair/Supervisor's signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**ACTION TAKEN BY DEAN/DIRECTOR OF DIVISION OR DEPARTMENT:**

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Talked with Student</i>                | <input type="checkbox"/> <i>Warned Student</i>                         |
| <input type="checkbox"/> <i>Removed from class</i>                 | <input type="checkbox"/> <i>Referred to Dean of Student Services</i>   |
| <input type="checkbox"/> <i>Referred to Psychological Services</i> | <input type="checkbox"/> <i>Referred to Behavior Intervention Team</i> |

**Documentation/Comments - attach additional pages(s) if needed):**

*Dean/Director's signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**ACTION TAKEN BY DEAN OF STUDENT SERVICES:**

- Will be reported to Dean/Director of Division/Department*

**Documentation/Comments - attach additional pages(s) if needed):**

*Dean of Student Services' signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_



# College of the Sequoias District Police



## Campus/Facilities Restriction

This is to inform you pursuant to the State of California Penal Code that your consent to be present or to remain on the College of the Sequoias Community College District properties, including but not limited to the buildings, athletic facilities, grounds, and parking areas, owned, operated, rented, leased, or under the control of the College of the Sequoias Community College District is withdrawn. Violation of this notice may subject you to arrest and prosecution.

Effective Date: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

_____	_____	_____	_____
Last Name	First Name	Middle Name/Initial.	
/ /	/		
D.O.B.	Student ID #	CDL other ID #	
_____	_____	_____	_____
Address	City	State	Zip
( )	( )	( )	
Home #	Cell Phone #	Work #	

**14 Days** California Penal Code Section 626.4(a) – Notice of Withdrawal of Consent to Remain on Campus; “... reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility.” **(Confirmation and review of action is required by the Chief Administrator or his/her Designee within 24 hours of issuance of this notice.)**

**7 Days** California Penal Code Section 626.6 – Interfering with peaceful conduct on campus; “... failure to leave or reentering campus by person not a student, employee, or officer.”

**Student/Employee** (626.2 P.C.)       **Student/Other** (626.4 P.C.)       **Non-student** (626.6 P.C.)

Visalia Campus 915 So Mooney Blvd, Visalia , CA 93277

Hanford Center 925 13 Avenue, Hanford, CA 93230

Other Restricted Facilities or Location: \_\_\_\_\_

\_\_\_\_\_  
Signature of Recipient/Person Notified      Date

Reasonable cause/statements of facts: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Officer      ID #      Date /      Time      Report Number

\_\_\_\_\_  
Chief Administrator/Designee      Title /      Date      Time

Per California Penal Code Section 626.4(b), Confirmation of Actions is:

Approved     Not Approved     Not Applicable

White: Police Records

Yellow: Chief Administrator/Dean of Student Services  
See Reverse Side for Additional Information

Pink: Subject of Notification

College of the Sequoias Community College District  
Notice of Withdrawal of Consent

IMPORTANT INFORMATION REGARDING THIS NOTIFICATION

-----

College of the Sequoias Community College District Student

- Visalia Campus     Hanford Campus     Tulare     Farm     Other

This is to inform you that pursuant to California Penal Code Section 626.4, your consent to be present or remain upon any part of the College of the Sequoias Community College District campuses and properties, including but not limited to the buildings, parking lots, grounds, and all facilities rented, leased, or under the control of the College of the Sequoias Community College District is withdrawn.

**CONDITIONS:**

- ✓ You cannot remain on campus or any facility after being directed to leave (626 P.C.).
- ✓ You cannot return to any campus/facility within the specified time period (626 P.C.).
- ✓ You may submit a written request for a hearing on the withdrawal of consent to the Chief Administrative Officer within the two week period (626 P.C.).
- ✓ Students may contact the Dean of Student Services at (559) 730-3870 to make an appointment to file an appeal.
- ✓ You must notify District Police Services at (559) 730-3999 of your intended date and time of arrival for any authorized meetings or hearings.

**Violation of this Notice of Withdrawal of Consent may subject you to arrest and prosecution.**

Signature of Student: \_\_\_\_\_

-----

Non-Student/Other

This is to inform you that pursuant to California Penal Code Section 626.4, your consent to be present or remain upon any part of the College of the Sequoias Community College District campuses and properties, including but not limited to the buildings, parking lots, grounds, and all facilities rented, leased, or under the control of the College of the Sequoias Community College District is withdrawn.

**CONDITIONS:**

- ✓ You cannot remain on campus or any facility after being directed to leave (626 P.C.).
- ✓ You cannot return to any campus/facility within seven (7) days (626 P.C.).

**Violation of this Notice of Withdrawal of Consent may subject you to arrest and prosecution.**

Signature of Noticed Individual: \_\_\_\_\_

\*\*\*\*\*

College of the Sequoias Community College District Employee

This is to inform you that pursuant to California Penal Code Section 626.4, your consent to be present or remain upon any part of the College of the Sequoias Community College District campuses and properties, including but not limited to the buildings, parking lots, grounds, and all facilities rented, leased, or under the control of the College of the Sequoias Community College District is withdrawn.

**CONDITIONS:**

- ✓ You cannot remain on campus or any facility after being directed to leave (626 P.C.).
- ✓ For further information, you must call the Human Resources Department at (559) 730-3870.
- ✓ You must notify District Police Services at (559) 730-3999 of the date and time of your appointment or hearing.
- ✓ You must notify District Police Services at (559)7309-3999 before your arrival to meet with the Chief Administrative Officer or designee.
- ✓ You may not return to any campus or facility without the expressed written permission of the Chief Administrative Officer or Designee.

**Violation of this Notice of Withdrawal of Consent may subject you to arrest and prosecution.**

Signature of Employee: \_\_\_\_\_

**STANDARDS OF CONDUCT**

*The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions, harassment, bullying, and/or discrimination. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with college programs or activities. The Superintendent/President shall establish Codes of Conduct and procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.*

The procedures shall clearly define the conduct that is subject to discipline and shall identify potential disciplinary actions including, but not limited to, the removal, suspension, or expulsion of a student.

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

- A. The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:
1. Causing, attempting to cause, or threatening to cause physical injury to another person.
  2. *Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.*
    - a. *Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.*
    - b. *Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). In addition, Penal Code 288.2 makes it a crime to*

*send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).*

3. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President.
4. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
5. Committing or attempting to commit robbery or extortion.
6. Causing or attempting to cause damage to District property or to private property on campus.
7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
8. Violation of the District's smoking policy.
9. Committing sexual harassment as defined by law or by District policies and procedures.
10. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
11. Willful misconduct which results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
12. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, College personnel.
13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty. *Plagiarism means presenting other people's words or ideas as one's own. It may include, but is not limited to, submitting material taken from the web or elsewhere as original work; failing to provide complete citations and references for all work that draws on the ideas, words, or work of others; or failing to identify the contributors to work done in collaboration.*
14. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry upon or use of College facilities.
16. Lewd, indecent, or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
17. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
19. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.
20. Misrepresentation of oneself or of an organization as an agent of the District.
21. Obstruction or disruption, on or off College property, of the College's educational, administrative, or other College process.
22. Violation of any order of the Superintendent/President, notice of which has been given prior to such violation, and which order is not given by publication in the College newspaper, or by the student bulletin which is posted on bulletin boards designated for this purpose.
23. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
24. Violation of any District Board Policy.
25. Any other cause identified as good cause by the Education Code or other laws governing a community college.

B. Students who engage in the above are subject to the procedures outlined in AP 5502, which include:

1. Reprimand - Written warning that continued misconduct will result in more serious disciplinary action.
2. Temporary Exclusion - Removal from class or College activity for the duration of its scheduled period.
3. Short-term Suspension - Exclusion from classes, activities, and/or student privileges for a specified number of days, up to maximum of ten days.
4. Long-term Suspension – Exclusion from classes, activities, and/or student privileges for the remainder of the school term or for one or more terms.
5. Expulsion - Termination of student status at this District.

C. Certain members of the campus community are authorized to impose the above penalties as follows:

1. Any instructor may temporarily exclude the offending student from the class for the remainder of the class session and the next class meeting. *Furthermore, an instructor may lower a grade, including giving an "F" or no credit on an assignment, essay, project, test, or quiz that involves cheating or plagiarism.*
2. Any administrator may temporarily exclude the student from any District-sponsored activity for the remainder of the activity time.
3. The Dean of Student Services may reprimand or temporarily exclude the student, or may recommend suspension or expulsion.
4. *As per California Penal Code, the District Police may restrict students from campus or facilities.*
5. The Superintendent/President of the District may impose suspension or

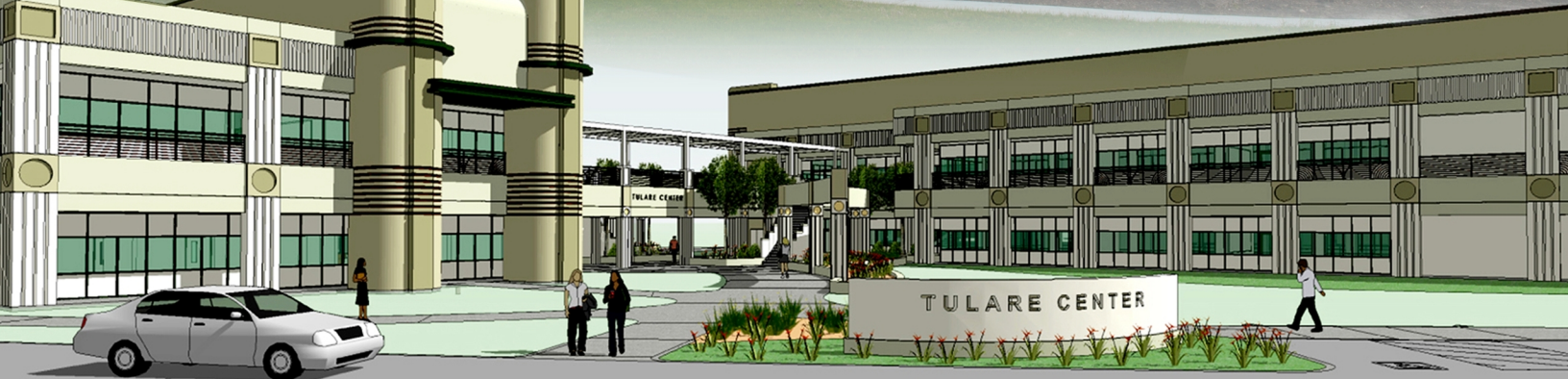
- recommend expulsion.
6. The Board of Trustees may impose expulsion.

See Administrative Procedures 5501, 5502 and 5503.

Reference: Educ. Code Sections 66017, 66300, 66301, 76020, 76030-37;  
Accreditation Standard II.A.7.b  
Adopted: February 11, 2008  
Revised: November 9, 2009  
Revised: April 11, 2011



# In the Spirit of Student Success



**2010-2015 Strategic Plan**



In Fall 2009, the Institutional Planning Committee (IPC) was charged to develop a five year Strategic Plan for the College of the Sequoias. With the desire to make this a participatory process we (the IPC) received input and feedback from faculty, staff, students, and four of the communities we serve: Corcoran, Hanford, Tulare, and Visalia.

We started with six areas of focus that were established as Institutional Goals for 2006-2009. In December 2009, we assembled about 40 COS employees to refine and define those six areas of focus to be: Student Access, Students' Success in Completing their Education, Students' Mastery of Basic Skills, Effective and Efficient College Practices, Students as Citizens of a Global Community, and Economic Growth for Tulare and Kings Counties. These six formed the foundation of our Strategic Plan.

In January 2010, College of the Sequoias' Spring Convocation was focused on faculty and staff input to develop objectives and measureable outcomes for the six areas of focus. Over the course of the next five months, the plan was augmented, changed, and enhanced based on input from college groups, units, and programs, as well as community and student forums held during February through early April, 2010.

One of our driving tenets for the Strategic Plan is that it be a dynamic foundation for how the college will establish goals down to the program level for the next five years. In doing so, the Strategic Plan is a framework for the tactical plan which establishes how we will make the Strategic Plan operational. The tactical plan will identify different committees, work areas, initiatives, and grants across the campus that will be responsible for developing action plans within the scope of their work to accomplish our strategic plan's measureable outcomes. Work on the tactical plan began with the Administrators' Retreat in early June 2010.

Additionally, as a dynamic document, the Strategic Plan will be reviewed annually by all college participatory groups, students, and our communities to maintain currency and effectiveness, with the understanding that the plan may be modified by the Institutional Planning Committee based on input of participatory groups and approved by the College Council as needed.


Because our focus is on student success, there are overlapping themes that are addressed in more than one of the six areas of focus, which the tactical plan will address. An interesting note, which hopefully indicates that as a campus we are united in thought, is that many of the goals, objectives and outcomes developed in the strategic planning process were parallel to those developed separately through our "Achieving The Dream" process. We have incorporated the "Achieving the Dream" inquiries and discoveries into the strategic plan.

The final component will be to align the Strategic Plan's objectives and outcomes to the Accrediting Commission for Community and Junior Colleges' Accreditation Standards. This alignment will help facilitate our accreditation self study and visit over the next two years.

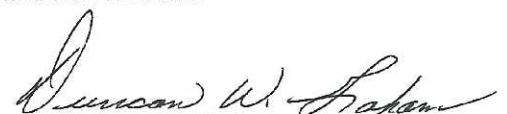
The IPC has greatly appreciated the involvement from our entire college community for assistance, input, and feedback, allowing us to come into classrooms for access to students, as we've tried to make this a fully participatory endeavor, and we hope you will continue your participation in the spirit of student success.

A sincere thank you from your Institutional Planning Committee:

Jeff Basham and Duncan Graham (Co-chairs), Tim Garner, Lisa Loewen, Lori Luna, Deborah Nolan, Bridgette Salacup, Michael Samaniego, Frank Tebeau, Jane Thomas, Marvin Turk, and Jan Woodall.



Jeffrey Basham, Co-Chair



Duncan Graham, Co-chair

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## Executive Summary for Strategic Plan

Following is a list of our six areas of focus for the 2010-2015 Strategic Plan followed by their goals established through the planning process.

### I. Student Access

#### Goals:

- Enhance institutional access through technology.
- Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures.
- Improve access to district facilities.

### II. Students' Success in Completing Their Education

#### Goals:

- Create a culture of achievement.
- Expand avenues and opportunities for students to achieve their educational goals.
- Improve alignment between certificate/degree requirements and job/transfer opportunities.

### III. Students' Mastery of Basic Skills

#### Goals:

- Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand.
- Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment.
- Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP.

### IV. Efficient and Effective College Practices

#### Goals:

- Maintain comprehensive, transparent, and accountable college operations at COS.
- Become a "green" campus as a model for improving air quality and conserving and managing natural resources.
- Improve the use of campus technology.
- Become recognized as a college where teaching and learning practices are focused on student success.

### V. Students as Citizens of a Global Community

#### Goals:

- Increase student knowledge and awareness of the world and its cultures.
- Increase understanding of human diversity in all its forms.
- Increase student involvement with the local community.
- Encourage healthy behavior in students and the whole COS community.

### VI. Economic Growth of Tulare and Kings Counties

#### Goals:

- Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning.
- Create a culture of innovation and support for new enterprise among the COS community.
- Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers.

## Mission Statement

**College of the Sequoias** is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.

**College of the Sequoias** affirms that our mission is to help our diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

**College of the Sequoias** is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.

## Vision Statement

The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:

1. COS students achieve their full educational potential. The College provides an educational pathway for every student without regard to background, disability, location, culture, learning modality, and preconceived time frames.
2. COS has an environment that creates a positive attitude among COS employees that carries over to the students and into the community.
3. COS is a community leader whose contributions positively impact the lives of the population it serves.
4. Educational programs at COS are aligned to meet the rapidly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.



## I. Student Access

### Definition:

Good student access means that students can easily apply and register for classes and receive respectful, friendly, and timely support, from their first contact with COS through completion of their educational program, and all district facilities are easily accessible.

### Goal IA. Enhance institutional access through technology.

Objectives	Measurable Outcomes
1. Keep the website updated with current information for each semester.	Information on the COS website will be kept current and updated within 30 days of changes made by any area of the college based on a monitoring report submitted semiannually by the website manager.
2. Increase basic computer access for all students.	The biannual student survey of campus climate will show that basic computer access is available for all students in labs on district facilities.
3. Provide adequate and effective online tutoring.	Online tutoring will be sufficient to meet student demand, and its effectiveness will be shown through biannual campus climate survey of students and through improved measurable student success.
4. Provide online processes and procedures in more than one language.	Through a consensus process, the college will identify online information and processes that will be translated into other languages used by an appropriately chosen percentage of potential students.
5. Reduce delays in student access to the network.	Changes will be made to reduce future occurrences, and these corrective actions will be reported to the College Council.
6. Provide access to instructional material, especially for students with disabilities.	DRC will assess access to instructional materials and recommend needed changes to College Council to ensure that instructional materials are accessible for all students including those with disabilities.
7. Improve and integrate technology (Banner, Blackboard, Email, debit card, and modern media access). 8. Create an integrated technology system that allows immediate access to application and registration processes, with a single log-in identification for accessing all technological services.	The Technology Committee will prepare an annual report to College Council summarizing the current status of technology integration and recommending needed changes.

**Goal IB. Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures.**

Objectives	Measurable Outcomes
1. Extend services for evening and weekend classes at all locations.	Availability of services to evening and weekend students will be included in the biannual campus climate survey of students.
2. Provide cultural competency and human equity training to employees.	Participant evaluations will demonstrate effectiveness of cultural competency, human equity training, and customer service training, and improvements will be reflected in the biannual campus climate surveys.
3. Provide customer service training to employees.	
4. Research and adopt practices that reduce the lack of child care as a barrier to student access and success, within the resource capabilities of the District.	The effectiveness of practices to reduce lack of child care as a barrier to student success will be evaluated through the biannual campus climate survey of students.
5. Increase book loan programs, book rental programs, and open educational resources.	The College will evaluate the benefits of increased textbook availability on student success and expand the programs accordingly.
6. Establish a one-stop shop for student services.	The effectiveness of student services will be evaluated through both program review and the biannual campus climate survey of students.

**Goal IC. Improve access to district facilities.**

Objectives	Measurable Outcomes
1. Increase bicycle lanes and racks/parking on campus and educational centers, as well as on surrounding streets.	COS will meet national college standards for the ratio of students to bicycle parking spaces.
2. Work with the city and county municipalities and transit authorities to increase public transportation to the college and centers.	Students will have access to low-cost bus service to all district facilities and throughout Kings and Tulare counties.
3. Provide adequate parking at all district properties.	COS will meet national college standards for the ratio of students to parking spaces.
4. Decrease physical barriers at district facilities for individuals with disabilities.	COS will comply with all handicap access standards.



## II. Students' Success in Completing Their Education

### Definition:

Students succeed when they create and follow a Student Education Plan (SEP) and complete their lower division education by 1) receiving an associate degree, 2) earning a certificate, 3) transferring to a four-year institution, 4) upgrading workplace skills, or 5) completing basic Math and English courses to acquire life skills, all in a timely manner.

### Goal IIA. Create a culture of achievement.

Objectives	Measureable Outcomes
1. Encourage a mastery of basic skills no later than a student's second semester.	At least 70% of students who complete two semesters will have completed the basic skills courses into which they have placed.
2. Hold annual meetings between COS teachers and high school counterparts for identifying curriculum gaps.	Participants will look for ways to bridge these gaps, leading to smoother transitions between high school and college.
3. Require adherence to a student's SEP/SEC for those on probation and those receiving financial aid or disability services.	Students in the defined cohorts will show measurable improvements in student success factors.
4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.).	Availability of support services will be examined in the biannual campus climate survey of students and adjusted to meet student needs.
5. Offer earlier registration times to students who remain enrolled in at least 75% of the courses on their current semester SEP or SEC.	Students in the defined cohort will show measurable improvements in student success factors.
6. Develop a method to track student success after transfer, graduation, or certificate completion.	The College will investigate and instigate methods of tracking student success, such as surveys of graduates and their employers or other tracking techniques.
7. Identify and promote behaviors that lead to student success.	The College will use surveys and quantitative and qualitative research to identify behaviors leading to student success and will incorporate successful interventions into the annual update of the Strategic Plan.
8. Offer a limited number of late-start classes for students who want to enroll after the first day of classes.	The availability of late start classes will measurably improve the percentage of students who apply to COS after the first day of class who are able to enroll.
9. Provide mandatory orientation for incoming students.	New students receiving orientation will show measurable improvements in student success factors.
10. Work in conjunction with University Preparatory High School to ensure a smooth integration of UPHS students into COS classes and culture.	The student success factors for UPHS students will exceed those of the average student population.

**Goal IIB. Expand avenues and opportunities for students to achieve their educational goals.**

Objectives	Measureable Outcomes
1. Provide additional information to middle school and high school faculty, counselors, and students related to career clusters and paths.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve.
2. Expand career programs, and increase the awareness of CTE programs (Career and Technical Education). The district will implement a series of career opportunity seminars to be offered through a variety of courses and mediums.	Enrollment in CTE courses will measurably increase.
3. Investigate using faculty advisors.	Students receiving faculty advising will show measurable improvement on student success factors.
4. Create a peer mentoring program that pairs novices with seasoned students.	Students receiving peer mentoring will show measurable improvement on student success factors.
5. Increase articulation agreements with high schools.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve. The percentage of students receiving credit for articulated high school courses will measurably improve.
6. Increase 2+2+2 articulation agreements with high schools and four-year institutions.	The number of students transferring to four-year institutions will measurably increase.
7. Assess different successful methodologies and ways to advise and counsel students.	Students receiving advising and counseling will show measurable improvement on student success factors.
8. Develop a student-staffed center for providing student-to-student mentoring and emotional support.	Students receiving peer mentoring and support will show measurable improvement on student success factors.
9. Ensure that the Learning Resource Center has adequate resources to support educational goals and life-long learning, including information competency and literacy skills.	Biannual campus climate surveys of students and other measurement tools, as determined by the library staff, will show increased measures of success.
10. Ensure that Academic Support Services are coordinated, interactive, and available to all students.	Academic Support Services will be coordinated and available to all students.
11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)	Availability of support services will be included in the biannual campus climate survey of students and adjusted to meet student needs.



**Goal IIC. Improve alignment between certificate/degree requirements and job/transfer opportunities.**

Objectives	Measurable Outcomes
1. Provide educational options for student learning and career planning (internships, job shadowing, immersion developmental education, flexible scheduling/terms).	Surveys of graduates and employers will show measurable improvement in satisfaction.
2. Through public information campaigns, inform potential students and the public about how their education at COS transfers to real-world experience and knowledge.	Community surveys will show measurable increases in awareness of the relevance of COS programs to jobs and careers.
3. Ensure that students develop computer skills necessary for success in their chosen fields.	Surveys of industry advisory committee members will show that COS programs include mastery of necessary computer skills.

## III. Students' Mastery of Basic Skills

### Definition:

Students have mastered basic skills when they are academically prepared to take college level courses that require preparation in English, Math, Communications, and Information Literacy.

**Goal IIIA. Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand.**

Objectives	Measureable Outcomes
1. Develop and implement a strategic plan for offering courses to meet the enrollment demands for basic skills and ESL courses.	The COS plan for basic skills classes will ensure that sufficient basic skills and ESL courses are available for students.
2. Hire enough Math, English, and ESL faculty to meet the demand.	Wait lists in Math, English, and ESL will be measurably reduced.
3. Develop and implement a plan to determine whether COS has adequate classrooms, space, and equipment for academic support to meet the needs of all basic skills students.	The basic skills resources plan will lead to provision of sufficient space and resources for basic skills students.
4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students.	Biannual campus climate surveys of students will show satisfaction with the availability of support services such as those mentioned.

**Goal IIIB. Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment.**

Objectives	Measureable Outcomes
1. Continue to regularly examine the effectiveness and accuracy of placement assessment instruments for properly placing students, and make adjustments as needed.	As more students are placed in classes at the correct levels, student success in these classes will increase.
2. Improve student preparation for placement assessments in English, Math, ESL and Information literacy by offering more courses, workshops, and/or study guides (such as Math 401) for students to complete prior to taking COS placement assessments.	Student placement through the assessment process will show measurable improvement in matching the level of performance indicated on high school transcripts as shown from data provided through the CalPASS system.
3. Work with feeder high school counselors to help students understand the importance of preparing for college placement assessments.	Better student preparation in high school will translate to more accurate placement in correct classes.



**Goal IIIC: Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP.**

Strategies	Measureable Outcomes
1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester.	The percentage of students who, during their first semester, take the basic skills courses into which they have been placed will increase measurably.
2. Require students who place into one or more basic skills class to take the Human Development course in college success.	The percentage of students successfully completing basic skills courses the first time they are taken will increase.  The percentage of students showing successful progression through basic skills sequence course will increase
3. Require students who place into basic skills Math and English classes to take the English class before taking Math.	
4. Establish Faculty/Staff interest groups (FIGs) that focus on researching successful instructional strategies for basic skills students: modular, immersion, accelerated learning, and so on.	
5. Offer professional training opportunities that incorporate successful pedagogy and delivery methods, specifically targeted for basic skills students.	The percentage of students successfully completing basic skills courses the first time they are taken will increase.
6. Implement successful academic support components in all basic skills courses.	The percentage of students showing successful progression through basic skills sequence course will increase
7. Offer First Year Experience courses that link basic skills classes with a college success class and/or other courses needed to complete a student's SEP.	

## IV. Efficient and Effective College Practices

### Definition:

College practices are efficient and effective when all resources (human, financial, physical) are developed, supported, and allocated through the college planning and budget development process, including program review, and are used in a transparent manner to promote student success; communication involves language that is straightforward, clear, and understandable to our students and the public, delivered in a way that is accessible to our students and community.

### Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS.

Objectives	Measurable Outcomes
1. Ensure that the Strategic Plan is a living document that meets the changing dynamics of the college. The college will hold annual meetings to include students, regional businesses, and community representatives to provide updates and input into COS's Strategic Plan.	Biannual community surveys will show a positive image of COS as transparent and accountable.
2. Allocate resources based on an accountable and systematic college-wide planning and budget development process, including program review that is clearly defined.	Appropriate resource allocation and program review will mean that relevant accreditation standards continue to be met.
3. Review Board Policies and Administrative Procedures systematically and regularly.	Appropriate Board Policies and Administrative Procedures will mean that relevant accreditation standards continue to be met.
4. Conduct a review of COS forms and where they are housed, making modifications as appropriate.	Biannual campus climate survey of faculty and staff will show satisfaction with form-based approval processes.
5. Review college initiatives, programs, and grants for efficacy of student success.	College initiatives, programs, and grants will be reviewed annually by the Cabinet and Board to ensure that they are effective in achieving student success and will become institutionalized
6. Develop a comprehensive communication plan for students and employees.	Biannual campus climate surveys of students and staff will show satisfaction with college communication methods.
7. Include text messaging as a communication tool for sending announcements to students.	Students will become more aware of college announcements and requirements.



**Goal IVB. Become a “green” campus as a model for improving air quality and conserving and managing natural resources.**

Objectives	Measurable Outcomes
1. Reduce printing and use of paper.	The ratio of print copies and reams of paper used to FTES will decline measurably each year. All forms used at COS will be easily accessible and processed electronically except those requiring a wet signature by legal mandate.
2. Increase the percentage of student assignments turned in electronically.	
3. Implement a comprehensive and cost-effective conservation and natural resources plan that is well publicized throughout the campus and community. Offer community and college workshops and seminars on conservation and natural resource management.	
4. Produce an annual report that indicates energy usage and savings by conservation efforts.	The ratio of energy used to building square footage will be measurably reduced.

**Goal IVC. Improve the use of campus technology.**

Objectives	Measurable Outcomes
1. Select and maintain appropriate technological tools for effective learning and communication.	Biannual surveys of faculty, staff, and students show satisfaction with the availability, quality, and use of technology.
2. Ensure that every college website is up to date and thorough.	
3. Complete the Career Pathways website and train staff on how to use it.	
4. Provide a thorough orientation for full-time and adjunct faculty on the use of COS technology systems – for example, email, Banner, Blackboard, and SharePoint.	
5. Provide faculty in technologically intense disciplines with opportunities to remain current in the latest technology.	
6. Increase the technological literacy of COS students and employees.	
7. Implement and maintain a current Technology Communication System for emergencies, general college communications, instructional materials, student and academic support, and training. Promote the use the “Purple Tree” system and other technologies for communicating emergency information throughout the COS community.	National standards for emergency preparedness and response are met.
8. Ensure that Information Literacy is part of the General Education pattern at COS.	An Information Literacy curriculum standard is established and implemented.

**Goal IVD. Become recognized as a college where teaching and learning practices are focused on student success.**

Objectives	Measureable Outcomes
1. Promote a teaching and learning culture that is focused on student success.	Biannual surveys of the community will show satisfaction with the COS focus on student success.
2. Offer comprehensive professional development training for faculty in cutting edge pedagogical theories and practices.	Biannual faculty surveys of the need for professional development will establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
3. Promote a series of workshops and seminars where faculty can share best practices.	
4. Maintain the Teaching and Learning Center as the hub for academic literature review on pedagogical theory and practices.	
5. Establish a culture that encourages faculty to apply new pedagogical theories.	Biannual campus climate surveys of faculty will indicate a climate of innovation and support.
6. Establish a culture of evidence at COS that includes faculty involvement.	Biannual campus climate surveys of faculty will indicate a culture of evidence.
7. Integrate the use of meaningful data into all COS decision-making processes.	
8. Establish Faculty Inquiry Groups (FIGs) to focus on the scholarship of teaching and learning, and on refocusing and expanding counseling and advising systems.	Participant evaluations of Faculty Inquiry Groups will indicate satisfaction with the process.
9. Utilize strategies from Achieving the Dream to inform methodologies that increase student success.	Achieving the Dream strategies will show measurable improvement in student success.
10. Use prerequisites as a measure of student success.	Establishment of prerequisites will be based on content review and statistical analysis that demonstrate improvement of student success through establishment of such prerequisites.



## V. Students as Citizens of a Global Community

### Definition:

Students as citizens in a global community are competitive, aware, sensitive, accepting of others, and understanding of differences. They have strong communication skills grounded in their knowledge of the world community and of themselves as individuals.

### Goal VA. Increase student knowledge and awareness of the world and its cultures.

Objectives	Measurable Outcomes
1. Develop relations with a “sister college” in another part of the world.	COS will develop relations with a sister college, encouraging increased global awareness among students.
2. Increase travel opportunities and international exchanges for students and staff.	Numbers of students participating in Study Abroad will increase. Numbers of faculty participating in opportunities such as the Fulbright Teacher Exchange will increase.
3. Use technology to connect with students around the world.	COS will develop and implement a plan to accomplish this objective.
4. Encourage teachers to include an international component in classes and to create assignments related to other cultures.	COS will develop and implement a plan to internationalize the curriculum.
5. Establish an International Student Program.	COS will establish an International Student Program.
6. Establish an integrated program promoting cultural and international awareness and study for students and the whole COS community.	COS will establish a program to promote cultural and international awareness, and participant evaluations will show satisfaction with the program.

### Goal VB. Increase understanding of human diversity in all its forms.

Objectives	Measurable Outcomes
1. Develop and implement strategies encouraging students to take diversity or ethnic studies classes.	The percentage of students taking such classes will increase.
2. Expand diverse multi-cultural events on campus, using the campus newspaper and other media to highlight these events.	Participation in such events will increase.  Participant evaluations will be positive.
3. Post a monthly Cultural Celebration activities calendar listing cultural celebrations and activities on campus.	
4. Bring speakers and lecturers to campus who represent diverse cultures and viewpoints.	
5. Provide free bus trips to important cultural and natural sites, including local “international” sites such as the Taoist temple and sites beyond the Valley.	
6. Adopt a cultural competency policy plan and offer workshops for employees and students.	

**Goal VB. Increase understanding of human diversity in all its forms.**

Objectives	Measurable Outcomes
1. Encourage alternate modes of learning and technology.	Biannual faculty surveys of the need for professional development will establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
2. Create a campus culture of acceptance.	Biannual campus climate surveys of faculty, staff, and students will show a positive culture of acceptance on campus.
3. Increase diversity of full-time and part-time faculty.	All aspects of hiring, from recruitment to employment, will be monitored for equal opportunity best practices as listed in the Student Equity Plan.

**Goal VC. Increase student involvement with the local community.**

Objectives	Measurable Outcomes
1. Increase student awareness of opportunities to become involved in the community.	The biannual campus climate survey of students shows increased awareness of opportunities for community involvement, community service, service learning, and volunteerism.
2. Encourage students to learn about community needs, leadership training and opportunities, and community services opportunities.	
3. Increase fundraising and volunteering for such activities as disaster, hunger, and poverty relief, and environmental concerns.	
4. Establish a “Volunteer Center” on campus where students can sign up to volunteer their services.	
5. Increase Service Learning opportunities in classes.	
6. Establish an Academic Senate sub-committee to explore the impact of service learning opportunities in classes, and make a recommendation on whether it should be a college priority.	
7. Increase opportunities for community involvement and develop a method of tracking student involvement.	



**Goal VD. Encourage healthy behavior in students and the whole COS community.**

Strategies	Measurable Outcomes
1. Increase opportunities for student and community participation in health-related activities on campus.	The number of participants in such activities will increase.
2. Increase healthy foods offered by campus cafeterias and snack shops.	More healthy foods will be available on campus, leading to increased use of campus food facilities by students and staff and improved community health.
3. Have a non-smoking policy on all district properties.	A non-smoking policy will be adopted and enforced.
4. Encourage walking, biking, and other alternatives to driving.	The biannual campus climate survey of faculty, staff, and students will show that the college is encouraging of such activities.
5. Design, offer, and promote a health and wellness plan, and offer seminars and form wellness groups on campus.	Numbers of participants will increase, and participant evaluations will show satisfaction.
6. Promote awareness of the natural environment, increasing opportunities for COS community members to engage in healthy outdoor activities.	The biannual campus climate survey of faculty, staff, and students will show such awareness.

## VI. Economic Growth of Tulare and Kings Counties

### Definition:

College of the Sequoias contributes to economic growth in Tulare and Kings Counties by providing an educated workforce that meets or exceeds the expectations of local businesses and industries, creating an educated community that attracts new and diverse businesses and industries to the counties.

**Goal VIA. Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning.**

Objectives	Measureable Outcomes
1. Expand the COS Transfer/Career Center.	Number of students served and their satisfaction will increase.
2. Develop and use a tracking system to follow students and recent graduates in job placement.	Graduates and employers will be surveyed, leading to establishment of such a tracking system.
3. As part of the Career Pathways Project, establish a job placement referral service including an online component that provides job information to current students and graduates.	The number of students placed in jobs will increase.
4. Ensure that each student with a declared major develops, as part of the student's SEP, a career plan, and/or a transfer plan to a four-year institution.	The number of students creating plans for careers or four-year transfers will increase.
5. Continue to develop CalPASS as a tracking methodology and use that information to improve student success.	A plan for using CalPASS data will be developed and implemented, leading to increased student success.

**Goal VIB. Create a culture of innovation and support for new enterprise among the COS community.**

Objectives	Measureable Outcomes
1. Provide environmental scans showing trends in regional employment needs for use in Program Review.	The use of environmental scans will facilitate adding current labor market information to the Program Review template.
2. Expand the marketing of resources and opportunities available at COS.	Based on a needs analysis, a plan to expand marketing resources will be developed, with the Strategic Plan modified accordingly.
3. Thank the community for supporting COS.	A biannual report that shows the College's appreciation of the community will be produced.
4. Host brainstorming conferences with businesses and transfer institutions to learn how COS can meet their needs.	Brainstorming conferences involving businesses and transfer institutions will lead to useful information that will be incorporated into the Strategic Plan.
5. Develop advisory boards for "transfer" disciplines as part of the external review teams in Program Review.	Feedback from advisory boards will be incorporated into program reviews.



**Goal VIC. Create a culture of innovation and support for new enterprise among the COS community.**

6. Expand the annual college Career Fair to include a sampling of all businesses and industries inside and outside the county, including a variety of businesses that change from year to year.	The Career Fair will be expanded.
7. Establish COS as a center for public activities, such as being a designated voting facility.	COS will expand its visibility through being a center for public activities.
8. Increase cultural activities that are attractive to new industries and people (theatre, arts, community lectures, and global/international presence).	Cultural activities attractive to the community will increase.
9. Explore the potential for developing an entrepreneurial center (focused on starting a business and leadership training) at COS.	COS will perform a needs analysis and develop a plan for an entrepreneurial center, incorporating the results into the Strategic Plan.

**Goal VID. Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers.**

Objectives	Measureable Outcomes
1. Create a streamlined curriculum approval process for CTE (Career and Technical Education) certificate program courses that are based on programs already approved elsewhere and housed at the State Chancellor's Office.	The College will create such a process.
2. Increase the number of students participating in work experience.	The number of students engaged in internships, work experience, or service learning will increase.
3. Establish local business internships for students, bridging the gap between academics and "The World."	
4. Continue to build strong relationships with business, industry, and community services, while providing graduates who meet the educational needs of employers in Tulare and Kings Counties.	The biannual employer survey will show satisfaction with COS students who have been hired.
5. Provide rewards/ incentives/ acknowledgments for businesses and industries that support and hire COS students.	
6. Increase ongoing, regular connections to the community through outreach to community venues in all service area locations.	The biannual community survey will show satisfaction with the connection between COS and to the community.
7. Establish and implement a process that increases the number of employers invited to give presentations in various classes, focusing on skills needed for success.	The number of employers giving presentations to classes will increase.

### Focused Plans with Responsibility and Strategic Plan Assigned Objectives

<b>Focused Plans</b>	<b>Responsibility</b>	<b>Assigned Objectives</b>
Basic Skills Plan	Essential Learning Initiative	IIA1, IIIA3, IIIA4, IIIB2, IIIC3, IIIC4, IIIC5, IIIC6, IIIC7, IVD10
Cabinet Plan of Action	Cabinet	IB1, 1B5, IIA4, IVA4
College Council Bylaws	College Council	IVA3
Curriculum Handbook	Curriculum Committee	IVC6, IVC8, VIC1
Emergency Response Plan	Safety Committee	IVC7
Energy Conservation Plan	Facilities Committee	IVB3, IVB4
Equal Employment Opportunity Plan	Faculty & Staff Diversity Committee	IB2
Every Student Counts Plan	VP Academic Services	IIIA1
Facilities Plan	Facilities Committee	IC1, IC3
Faculty Development Plan	Faculty Enrichment Committee	IIIC5, IVC5, IVD1-6, IVD8, VB8
Marketing & Communication Plan	PIO	IA1, IIC2, IVA1, IVA7, IVC2, VIB3, VIB4, VIB8, VIC5, VIC6
Matriculation Plan	VP Student Services	IA4, IB4, IB6, IC2, IIA3, IIA5, IIA9, IIA10, IIB4, IIIC1, IIIC2, VIA4
Outreach Plan	Outreach Coordinator	IIB1, IIIB3, VIB6
Service Learning Plan	Academic Senate	VC1-7
Staff Development Plan	PACE	IVC6
Student Equity Plan	Student Equity Committee	VA6, VB1-7, VB9, VB10
Technology Plan	Technology Committee	IA1, IA2, IA5, IA7, IA8, IIC3, IVA7, IVC1, IVC4
VTEA Plan	Dean of CTE	IIB2, VIC4, VIC7

### Unit Plans Assigned a Strategic Plan Objective

#### Objectives Within Administrative Procedures

<b>Units</b>	<b>Assigned Objectives</b>	<b>Administrative Procedure</b>	<b>Assigned Objectives</b>
Academic Senate	IIB3, IVD1	4020	VIA2, VIB1, VIB5
Academic Services	IIA2, IIA8, IIC1, IVB2	3261	IVD7
Articulation	IIB5, IIB6	3262	IIIA2
Business Division	VIB9, VIC3	6300	IVA2, IVA5
Career/Transfer Center	VIA1, VIA3		
Counseling	IIB8		
Disability Resource Center	IA6, IC4		
Food Services	VD2		
Health Center	VD1, VD4, VD5, VD6		
International Students	VA1-5		
Learning Resources	IIB9		
Math Lab	IA3		
Public Information Office	IVA6, IVB1, VIB2		
Research & Planning	IIA7, IIIB1, IIIC3, VIA5		
Student Services	IB3		
Student Services	VIB7		
Tech Prep	IIB5, IIB6		
Technology Services	IVC3		
Tutorial Center	IA3		
Work Experience	VIC2		
Writing Center	IA3		



### GLOSSARY

**Accreditation Standards:**

The Accreditation Standards are statements of best practice in higher education which institutions must meet or exceed when seeking initial accreditation and reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).

**Achieving the Dream (ATD):**

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

**Articulation:**

The granting of college credit for successful completion of college-equivalent courses taken during high school.

**Banner:** The Student Information System used at COS

**Basic Skills:**

Courses that are below college-level Math and English. Math courses 365, 360, 200, 205 and English courses 360, 280, 265AB, and all ESL courses

**Biannual Campus Climate Survey:**

A survey given every two years of students, faculty, administrators, and staff that assesses perceptions about College of the Sequoias

**Blackboard:**

The course delivery system for online/hybrid classes, and for electronic delivery of instructional materials.

**CalPASS:**

California Partnership for Achieving Student Success. The California student identity system that collects data about student success and transitions from every segment of education, kindergarten through California public colleges and universities.

**CTE:** Career Technical Education

**DRC:** Disability Resource Center

**ESL:** English as a Second Language

**FIG:** Faculty Inquiry (or Interest) Group

**First-Year Experience (FYE):**

Two or more classes that are designed for students to take within their first year, usually as a cohort.

**FTES:** Full Time Equivalent Students.

**Fulbright Teacher Exchange:**

The Fulbright Teacher Exchange Program provides opportunities for teachers to participate in direct exchanges of positions with colleagues from other countries for a semester or a year.

**LRC:** Learning Resource Center

**Matriculation:**

The process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.

**Program Review:**

The process of gathering and interpreting information to provide recommendations to assist in improving the quality and health of COS programs and services.

**Purple Tree:**

The emergency alert response system used through the district.

**SEP/SEC:**

Student Education Plan/Student Education Contract. A plan of study, with courses selected to allow a student to complete his or her education goal efficiently and in a timely manner.

**Sister College:**

A college in a foreign country with which a college establishes a relationship.

**Student Success Factors:**

Successful course completion (“C” grade or better), retention (completing a course), persistence (students continuing to enroll from one term/year to the next), certificate/degree attainment, and transfer.



College of the Sequoias

# Educational Master Plan 2005-2006

## *Blueprint for the Future*

**Dr. Rosa Carlson**  
Vice President, Academic Services

**Dale E. Norton**  
Dean, Academic Services

**Elaine Webb**  
Director, Institutional Research and Grants



Adopted by the Board of Trustees on September 12, 2005

## **BOARD OF TRUSTEES**

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2005 - 2006

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The College's Mission focuses on transfer, certificate programs, and developing the basic skills needed to succeed in college. To that end, those programs which help students transfer and are in high demand need to be expanded. Since growth allows increased student access while at the same time maximizing state funding, COS will increase opportunities for students to enroll in the following transfer programs:

- English
- Mathematics
- Science
- Social Sciences
- Physical Education

College of the Sequoias must also increase opportunities for training in the following occupational areas, some of which may ultimately lead to transfer options:

- Police Academy
- Fire Technology
- Nursing
- Administration of Justice/Corrections
- Child Development

College of the Sequoias must increase support opportunities for students to develop basic skills by expanding its programs in:

- College Prep/Basic Skills
- Human Development
- Tutoring

Changing student demographics and occupational opportunities require that the College review all programs and services to maximize its resources. As part of that review, College of the Sequoias will monitor programs and courses where demand is decreasing

Part of the COS Mission is to be a comprehensive, student-centered community college. Some programs are historically low enrolled. While efforts will be made to expand and strengthen these programs, the College reaffirms their importance as vehicles in reaching out to both students and the community. Where demand is low, the District will also continue to seek ways to partner with four-year colleges and universities, as well as with other community colleges, to expand transfer and vocational opportunities for our students.

The current physical plant in Visalia will not accommodate unlimited growth. Even with the purchase of the lots between Laurel and Tulare Avenues and the subsequent southern expansion of the campus, the Visalia campus growth potential remains limited. Consequently, the District has planned for expansion in both Tulare and Hanford. Land has been purchased in these cities for expansion. The site in Tulare has already been approved for Center status by the Chancellor's office. As the District examines how to fund expansion of these two sites, it must identify resources to support programs in each area.

Several occupational areas and outreach opportunities have the potential to increase student access as well as the ability of COS to advance the economic growth and global competitiveness of businesses within our District. The College must examine growth opportunities in the following areas:

- Paramedic
- Operating Room Technician
- Occupational Therapy Assistant
- Medical Assistant
- College Prep
- Sustainable Agriculture
- Distance Education/Online Courses
- Men's Soccer
- Wrestling
- Economic Development
- Community Education

## Educational Anchor Programs for the Various District Locations

Anchor programs are those programs that will maintain the operation of a complete campus by generating the needed FTES. It is understood that as long as there is a fully accredited individual campus, a general education program needs to be offered at each site. There are anchor programs that would not be feasible (due to cost) to duplicate on another campus in the same district.

### Visalia

- General Education – AA and Transfer

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Business

Business programs will continue to be anchored in Visalia. Some computer and general Business classes will be offered at other District locations, but the Division will remain headquartered in Visalia. Resource implications include not only facilities and staff, but significant investment in equipment.

- Child Development/Consumer Family Studies (CDC in Visalia)

The field of child development is one of the fastest growing in the area. While some Child Development, Nutrition, and Consumer/Family Studies classes will be offered at other sites, the lab classes will remain in Visalia. For instance, those classes which require that students work in the Child Development Center as part of their lab experience will remain in Visalia. Likewise, the Foods Lab will stay in Visalia. Resource implications include not only facilities and staff, but also specialized equipment.

- Nursing

Demand for nurses has increased dramatically throughout the state. The District has formed many partnerships with local health care providers to facilitate the recruitment and training of nurses. While nursing and other health science classes may be offered at other District locations, the program will be headquartered in Visalia.

- Sports (six men's and six women's sports)

The current Athletic program in Visalia will continue. The decrease of open, green space on the Visalia campus, however, will create the need to move additional sports to Tulare. Resource implications include not only facilities and staff, but also specialized equipment.

- Fine Arts

The drama, theater, music, and fine arts program will remain in Visalia where current facilities accommodate these offerings. Resource implications include not only facilities and staff, but also some specialized equipment.

## Tulare

- General Education

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Agriculture Program/Welding

The Agriculture program will be the anchor for the new Tulare campus. Related courses from the Industry and Technology Division will be transferred to Tulare so students can access instruction for certificates and degrees. The resource implications are particularly significant with regard to facilities and specialized equipment, as well as staff.

- Automotive Technology

The Automotive Technology program is currently housed in outdated facilities on the Visalia campus. Since there is on-going demand for training in this area, the program will be moved to Tulare where state of the art facilities will be built and the specialized equipment which is needed for instruction will be located.

- Architecture

The Architecture program is currently located in Visalia. It has potential for growth. Since there is interaction with other vocational training programs, Architecture offerings will be moved to Tulare also. Resource implications include not only facilities and staff, but also specialized equipment.

- Construction Technology

As the Tulare campus evolves, it will become home to major vocational offerings. Since both the housing and commercial markets are expanding rapidly throughout the District, there is a great demand for students with construction skills. For many years, students built a new home each year on the COS campus. Once the home was sold, it was moved to its permanent location. In recent years, however, the homes have been constructed on their actual homesite. Therefore, resource implications are primarily for staff.

- Sports (four men's and four women's sports)

The size of the Tulare campus allows for the expansion of sports opportunities.

## Hanford

- General Education

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Public Safety Training (Police, Fire, Corrections)

The Police Academy is currently located in Visalia. While classroom instruction takes place primarily on campus, the Academy is forced to go off campus for specialized training. This is inefficient and costly in terms of lost time and financial resources. The Police Academy will be consolidated in state of the art facilities in Hanford. The Fire Academy currently offers the bulk of its classes at various sites in Hanford. Consolidating police and fire academies into a Public Safety training center in Hanford will attract recruits from throughout the area at a facility designed specifically to meet their needs. Resource implications include not only facilities and staff, but also specialized equipment.

- Administration of Justice

Because the Administration of Justice program is so closely related to Public Safety training, it will be headquartered in Hanford. Resource implications include primarily facilities and staff. Many of these courses fit under the category of General Education also; therefore, they may be offered at all District sites.

- Industrial Maintenance Technology

The need for vocational training in Maintenance Technology is strong throughout the District. This program will form the anchor for vocational training opportunities at the Hanford Center in Kings County.



## **INTRODUCTION: PLANNING AT COLLEGE OF THE SEQUIOIAS**

For the past decade College of the Sequoias has produced an Institutional Master Plan each year. The Educational Master Plan and Facilities Plan have been part of that plan. However, in 2000 one of the recommendations from the visiting WASC Accreditation Team was that COS needed to “*coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.*”

With the goal of revamping the format of its *Educational Master Plan* in mind, the Institutional Planning Committee of College Council has identified the critical elements of the planning process. They include:

- Program Review Reports
- Institutional Performance Indicators
- External Evaluation Reports
- Student Equity and Matriculation reports

In addition, College of the Sequoias has sought to understand better the nature and purpose of an *Educational Master Plan*. The Institutional Planning Committee uses the Research and Planning (RP) Group of California Community Colleges as its resource for issues related to planning. The RP Group defines an *Educational Master Plan* as:

“**Educational Master Plans** are institution wide plans which project the anticipated changes in the institution’s instructional programs, including growth, decline, and new programs. Such plans address the source of the need for such changes and lay out the resources which must be acquired to make those changes, including personnel, facilities, equipment, instructional support, and student services. **Educational Master Plans** are detailed and concrete, specifying the objectives, activities, and timeline for the programmatic changes. Such plans are required by Title 5 § 55401-405.

**Educational Master Plans** are also required as part of the application process for district use of Capital Outlay Funds.”

The main focus of *Educational Master Plans*, therefore, is on change: changes which are needed to help the institution better meet the challenges set forth in its Mission. The RP Group also recommends using a circular process (detailed on the next page) which involves planning, implementation, and evaluation elements. The process is circular because outcomes from the evaluation phase are used to inform the development of plans. The ability to change, to create new plans and implement strategies, is key to an effective planning process.

This *Educational Master Plan* synthesizes information collected from:

- Program Review Reports and annual updates;
- Information relevant to data about our changing student demographics and workforce needs; and
- Legal mandates at the state and federal level as well as information from other institutional planning documents.

College of the Sequoias has developed this *Educational Master Plan* based on several assumptions. These assumptions include:

- Enrollment growth is key not only to maintaining current funding, but also increasing opportunities for additional funding in the future.
- Expansion in Hanford and Tulare is necessary to relieve the pressures on the Visalia campus. The Visalia campus can expand only to a limited extent.
- Funds for expansion which are available from the state must be matched by local revenue.

# PLANNING, IMPLEMENTATION, EVALUATION (PIE)

The Institutional Planning Committee has developed the following graphic to help the College understand the cyclical nature of the planning process. Planning should never occur in isolation. *Planning* (P) should lead to action, which is *implemented* (I) and which, in turn,

must be *evaluated* (E). Once the evaluation is complete, new goals and objectives are developed, which in turn are implemented and evaluated.

## Evaluation:

**How Well Did We Do What We Said We'd Do? What New Goals/Objectives Are Needed?**

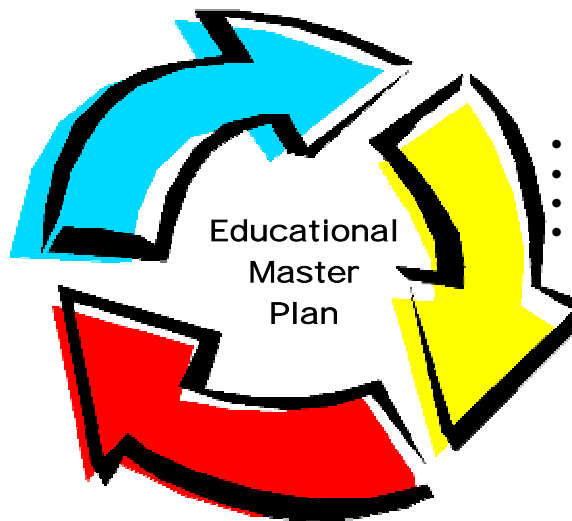
- Analyze and interpret data
- FTES/Budget/Staffing
- Assess extent to which institutional goals and objectives have been completed
- Prepare documentation for external evaluations and audits
- Develop and distribute instruments to generate feedback
- Prepare internal Program Reviews and analyze results
- Analyze student learning outcomes on course, program, and institutional levels

## Planning:

**What Do We Say We're Doing?**

*During this phase, we use our **VISION, MISSION, and PHILOSOPHY**, as well as recommendations from the previous accreditation visit, to develop a set of goals and strategies. These plans focus on:*

- FTES/Budget/Staffing
- Institutional Performance Indicators: (Access, Successful Course Completion, Basic Skills Improvement, Degree & Certificate Completion, Transfer-prepared, Transfer, Workforce Development, Staff Composition, FTES/WSCH & Load)
- Facilities
- Matriculation, Student Equity, Technology.
- State Accountability (AB 1417) Criteria
- Student Learning Outcomes



## Implementation:

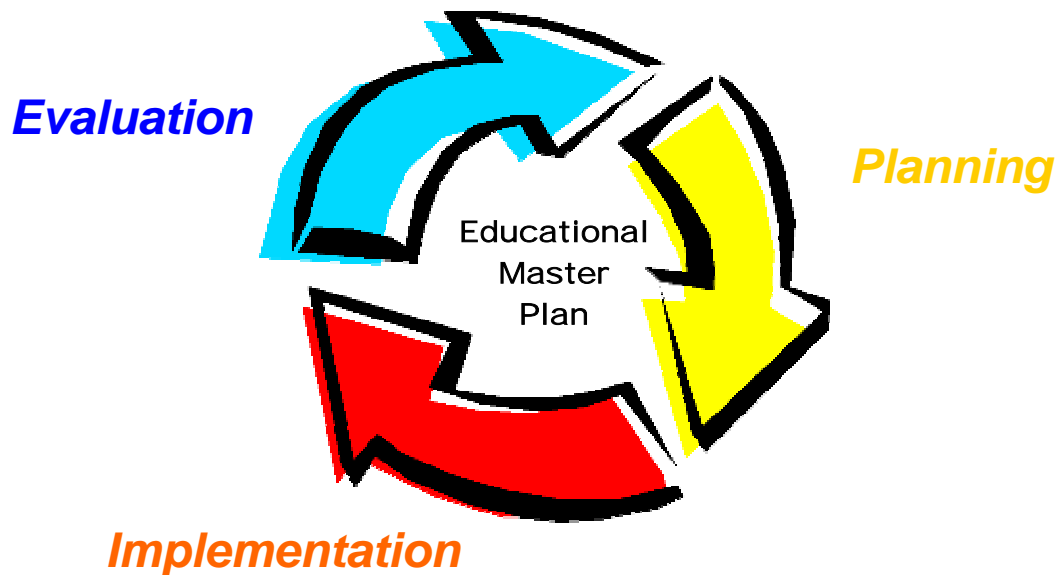
**What Do We Do?**

*During this phase, an individual or a group is responsible for implementing the plans and strategies which were previously developed. Often a timeline for completion is developed.*

- Curriculum is developed and revised.
- Accreditation Recommendations and institutional goals are accomplished.
- Divisions and service areas document progress in Program Review.

# PLANNING IN THE PAST

What current and past factors influence our future?





## VISION, PHILOSOPHY, MISSION

Our institutional *Vision, Philosophy, and Mission* form the foundation for our College's identity and for the development of institutional goals and objectives.

### COS VISION STATEMENT

College of the Sequoias, through a shared commitment to excellence in education, will prepare students for productive work, lifelong learning, and community involvement in our diverse global society. *(Adopted April 19, 1999, by Board of Trustees.)*

### COS PHILOSOPHY

The Philosophy of the College of the Sequoias is based upon a belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socio-economic variations among its members; that a democracy depends upon a critical, questioning and informed citizenry, and that through its programs the college serves the individual, the community and society. *(Adopted April 19, 1999, by Board of Trustees.)*

### COS MISSION

**College of the Sequoias:** Is a comprehensive, student-centered community college, dedicated to enhancing our diverse educational and cultural campus environment.

**College of the Sequoias:** Affirms that our mission is to help students achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

**College of the Sequoias:** Is committed to supporting students' development of basic skills and to providing self supporting community education classes, contract education and training, and related student services.

Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement. *(Adopted March 20, 2001, by Board of Trustees)*

If the College's Mission is to be more than words printed on the page, it should be obvious to even the casual observer how the institution achieves its mission. At College of the Sequoias, we believe that the Mission is reflected in our planning documents, accomplished through our programs and services, and measured by Program Review, external accreditors, and institutional performance indicators.

**Planning, Implementation, Evaluation:  
Turning Mission Into Action**

<b><u>PLANNING</u></b> <i>IF THE MISSION STATEMENT DECLARES THAT COS ...</i>	<b><u>IMPLEMENTATION</u></b> <i>THEN COS WILL ...</i>	<b><u>EVALUATION</u></b> <i>AND EVIDENCE SHOULD EXIST TO GAUGE OUR SUCCESS.</i>
Is a comprehensive, student-centered community college...	Offer programs and services designed to help students achieve their educational objectives.	Access to educational programs should reflect District's adult population.
Is dedicated to enhancing our diverse educational and cultural campus environment...	Provide opportunities for students and staff to contribute to a campus environment which honors diversity.	Gender and ethnicity of our staff and student populations should reflect that diversity.
Affirms that our mission is to help students achieve their transfer and/or occupational objectives...	Provide programs and services for students to transfer and to gain immediate employment through occupational training: entry-level trades, professions, industry, etc.	Students should complete transfer to four-year colleges and universities, should be transfer prepared, or should earn their degrees and certificates.
(Affirms that our mission is to) advance the economic growth and global competitiveness of business and industry within our region...	Prepare students who will advance the economic growth of our region and the ability of business and industry to compete globally.	Students should successfully complete apprenticeship, advanced level, and introductory vocational courses.
Is committed to supporting students' development of basic skills...	Provide curriculum at the precollegiate level and support services for students to succeed.	Students should successfully complete coursework one level above their prior basic skills enrollment.
(Is committed) to providing self-supporting community education classes, contract education and training and related student services...	Reach out to the business community to identify their needs and to offer programs to meet those needs.	Access will be increased and support will allow students to successfully complete their courses.
Focuses on preparing students for productive work, lifelong learning, and community involvement...	Provide opportunities for students to learn new skills or upgrade existing skills throughout their lives.	Students will successfully complete courses which allow them to meet their academic goals.

## Accreditation and Fiscal Health Analysis Recommendations

As we have developed this *Educational Master Plan*, we have taken into consideration other planning documents, including our institutional goals, student equity plan, and recommendations from various accrediting agencies, including WASC and the Bureau of Registered Nursing. These documents identify resources which are needed and are used to create the institution's Facilities Master Plan.

For instance, the College used the recommendations from our last accreditation visit to guide institutional goals and strategies. After the 2000 WASC accreditation visit, College of the Sequoias received notification of its reaffirmation of accreditation with the following recommendations:

1. Coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.
2. Place greater focus on institutional outcomes assessment, in particular student-learning outcomes, as they relate to institutional effectiveness and accountability. Campus leaders from all constituency groups need to take proactive efforts in this area.
3. Review the faculty evaluation process, including tenure review of faculty, and implement appropriate changes with all due speed.
4. Demonstrate that issues of staff diversity in hiring and training are major priorities, and commit appropriate attention and resources to affect change.
5. Further develop and refine the budget development process to ensure that the college community understand the process, particularly pathways for funding requests and approvals, and that appropriate levels of user-friendly financial information are communicated to members of the college community.

It is also recommended that the budget development process be streamlined by reducing the number of procedural junctions where submittals, reviews, revisions, and recommendations begin and end. In addition, it is recommended that the college further develop linkages between planning and budgeting processes.

6. Communicate more proactively and publicly Governing Board actions in relationship to revision of policies, and the processes and outcomes of their self-evaluation and the evaluation of the superintendent/president.
7. Review the participatory governance structure comprised of the College Council and the extensive number of committees. The focus of this review should be on streamlining and simplifying the process to facilitate more direct access and communication between constituent groups and the superintendent/president.

The College also developed a *Strategic Plan* in spring 2002, using input from both campus constituencies and representatives from the community. In the fall of 2002, consultants from **School Services of California** visited the campus to evaluate the College's fiscal practices. Their report, *Fiscal Health Analysis and Evaluation of Internal Controls*, was delivered to the College in January 2003.

Based on the recommendations included in all these documents, College of the Sequoias identified six key goals for 2003 - 2006. Specific strategies were identified for each goal and a timeline for focus was developed. The following pages identify those goals and strategies. After each strategy, the source document for the strategy is identified in *parentheses*. The checkmark (✓) in the right hand column indicates the year for which the strategy is to be a target for our attention.

## Institutional Goals (2003 – 2006)

<b>Goal 1: College of the Sequoias will address all aspects of diversity in its operations.</b>			
	<b>Focus of Attention 2003-2004</b>	<b>Focus of Attention 2004-2005</b>	<b>Focus of Attention 2005-2006</b>
1. The College will make access to its educational programs a major priority. <i>(Strategic Plan)</i>	✓		
2. The College will examine exemplary models for staff diversity training, identify those which are appropriate for College of the Sequoias, and develop a plan for implementing the identified strategies. <i>(Accreditation Recommendation and Standards)</i>	✓		

<b>Goal 2: College of the Sequoias will operate efficiently and effectively and will ensure the accountability of programs, services, and processes.</b>			
	<b>Focus of Attention 2003-2004</b>	<b>Focus of Attention 2004-2005</b>	<b>Focus of Attention 2005-2006</b>
1. The College will explore methods of streamlining the process of offering updated curriculum so that it can be more responsive to industry needs. <i>(Strategic Plan)</i>	✓		
2. The Budget Office will have a technical process to build the preliminary budget. <i>(Fiscal Health Analysis)</i>		✓	
3. The College will incorporate current priorities, updated costs, and changes in level of effort in department base budgets as budget managers are reviewing and submitting their base budgets. <i>(Fiscal Health Analysis)</i>		✓	
4. The College's Budget Office will prepare multi-year projections that are modified several times during the year and formalized in the overall budget review process. <i>(Fiscal Health Analysis)</i>	✓		
5. The College will provide greater control over fiscal operations. <i>(Fiscal Health Analysis)</i>	✓		
6. The College will work to increase the level of weekly student contact hours per full-time equivalent faculty member (WSCH/FTEF). <i>(Fiscal Health Analysis)</i>		✓	
7. The College will work to develop a plan to restore the general fund ending balance to meet state and Board minimums. <i>(Fiscal Health Analysis)</i>	✓		

**Goal 3: College of the Sequoias will promote dialog among its internal and external constituencies to develop the best use of fiscal resources for personnel, programs, and facilities and services.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. Communications will be strengthened in all areas, both on and off-campus. Greater information sharing and more clearly defined College performance expectations will encourage collaboration. <i>(Strategic Plan)</i>	✓		
2. The College will strengthen existing partnerships to help the College achieve its future growth goals. <i>(Strategic Plan)</i>	✓		
3. COS will find ways to share resources by increasing the number and variety of partnerships with other organizations to meet the complex and changing demands of the marketplace. <i>(Strategic Plan)</i>	✓		
4. The College will develop marketing strategies to share with the community the many ways the College adds to the economic well being of the District by providing direct educational services to students. <i>(Strategic Plan)</i>	✓		
5. The College will seek to understand better efforts which are being made at various levels to improve students' basic skills levels by increasing articulation both with the K-12 system and four-year institutions. <i>(Strategic Plan)</i>	✓		
6. The College will expand working relationships with area employers and with forward-thinking regional organizations which understand the needs of their employees and the customers they serve. <i>(Strategic Plan)</i>	✓		
7. The Superintendent/President and management will develop budget assumptions before submitting them to the Board of Trustees for consideration. Once approved, the assumptions will be communicated to major stakeholders, including the community and faculty and staff leadership. <i>(Fiscal Health Analysis)</i>	✓		
8. The College will budget for staffing augmentations according to projected FTES, at a stated productivity rate, while meeting its full-time faculty obligation. <i>(Fiscal Health Analysis)</i>			✓

**Goal 4: College of the Sequoias will provide the highest level of service to our students by identifying and implementing effective practices for faculty/staff career development and training.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. Faculty staff development opportunities will include a focus on current, relevant research strategies that enhance student success. <i>(Strategic Plan)</i>	✓		
2. Teaching and learning requires knowledge and skills in technology which will be integrated into all parts of instruction. <i>(Strategic Plan)</i>	✓		

**Goal 5: College of the Sequoias will provide programs and services to facilitate student success in meeting their goals as verified through measurable outcomes.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. COS will give greater attention to cultivating innovation and excellence in the classroom and other activities that are central to the College's mission. <i>(Strategic Plan)</i>	✓		
2. The College needs to examine components of exemplary basic skills/remedial education programs at other community colleges. <i>(Strategic Plan)</i>	✓		
3. The College will examine a Freshman Experience course, one which provides an extended orientation class for students who have either failed a basic skills course or who have other high-risk characteristics. <i>(Strategic Plan)</i>	✓		
4. The College will identify students in academic difficulty early in the semester so that it can provide intervention strategies which increase the chances of the student's success. <i>(Strategic Plan)</i>	✓		
5. Specific strategies for using both formative and summative student evaluations will be identified to improve retention. <i>(Strategic Plan)</i>	✓		
6. The College will promote the interdisciplinary teaching approach that encourages students to deeply explore topics in a supportive atmosphere where faculty and students work collaboratively. <i>(Strategic Plan)</i>	✓		

**Goal 5: College of the Sequoias will provide programs and services to facilitate student success in meeting their goals as verified through measurable outcomes.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
7. The College will examine distance education programming to serve the community better. <i>(Strategic Plan)</i>	✓		
8. The College will review and expand its budget calendar to include increased communication of the January Governor's budget and preparation of a multi-year financial projection. <i>(Fiscal Health Analysis)</i>	✓		
9. The College will review its strategic planning and goal setting processes to ensure that planning is completed in time for inclusion in the budget for the following year. <i>(Fiscal Health Analysis: Strategic Planning and Goal Setting: Low)</i>	✓		
10. The College will take affirmative measures to identify the educational needs of the community in order to attract sufficient students. <i>(Fiscal Health Analysis)</i>		✓	
11. The Curriculum Committee will develop a time line for inclusion of student-learning outcomes in course outlines. <i>(Accreditation Standards)</i>	✓		

**Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. COS will examine closely the financial resources it will need to meet its future growth requirements and where these resources will come from. <i>(Strategic Plan)</i>	✓		
2. COS will remain competitive in its marketplace by applying opportunity-centered thinking in all areas. <i>(Strategic Plan)</i>	✓		
3. COS will set clear priorities for itself, ensuring that its resources are focused on those opportunities that contribute the most to the College's ability to achieve its vision, mission, and goals. <i>(Strategic Plan)</i>	✓		
4. The College will become much more aggressive about external grants, contracts, and other revenue sources. <i>(Strategic Plan)</i>	✓		

**Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.**

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
5. A conscious and systematic effort will be made to evaluate and improve technology on an on-going basis. This includes committing to the "total cost of ownership" model and examining partnerships with the private sector. It also includes providing opportunities for staff and students to stay current with the latest technology tools. ( <i>Strategic Plan</i> )	✓		
6. The College will create an Economic Development Innovation Center that becomes the focal point for the College's economic development activities and also fosters innovation both on and off-campus in the areas of workforce development and economic development. ( <i>Strategic Plan</i> )			✓
7. The College will create a full-time Director or Vice-President of Workforce and Economic Development to give leadership and coordination to the College's many workforce development activities and its emerging economic development services. ( <i>Strategic Plan</i> )			✓
8. The College will develop a comprehensive facilities master plan based on updating its mission, goals, and related long-range Educational Master Plan. ( <i>Fiscal Health Analysis</i> )	✓		
9. The College will create a facilities planning committee to identify and prioritize short-term and long-term goals and projects. ( <i>Fiscal Health Analysis</i> )	✓		
10. The College will develop a new facilities master plan consistent with the College's long-range educational master plan and recommendations from the facilities planning committee. ( <i>Fiscal Health Analysis</i> )	✓		
11. The College will prepare an annual capital facilities budget to fund the projects and work to be completed each year as identified in the facilities master plan. ( <i>Fiscal Health Analysis</i> )			✓
12. The College will begin to plan and arrange its financing strategies, including the use of certificates of participation, local bonds, and state facilities funds. ( <i>Fiscal Health Analysis</i> )	✓		
13. The College will adopt a program maintenance plan and a comprehensive work order system. ( <i>Fiscal Health Analysis</i> )	✓		



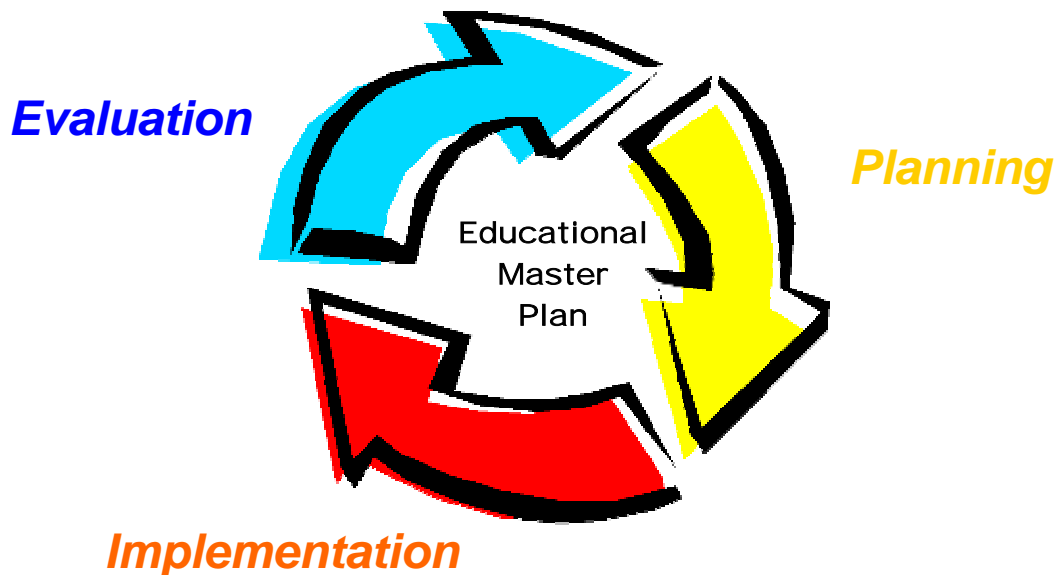
**Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.**

	<b>Focus of Attention 2003-2004</b>	<b>Focus of Attention 2004-2005</b>	<b>Focus of Attention 2005-2006</b>
14. The College will assess the implementation process for the Banner financial, budget, and personnel/payroll systems and apply the lessons learned to the implementation of the student system. <i>(Fiscal Health Analysis)</i>	✓		

College of the Sequoias also must take into consideration federal and state mandates. Federal rules and regulations, for instance, govern financial aid and grants from the Department of Education. Likewise, state legislation regulates issues such as full-time to part-time teaching ratios and total percentage of the institution's budget allocated for instructional costs. Planning must take into consideration these mandates.

## IMPLEMENTATION:

How are Academic Services,  
Student Services, and  
Administrative Services working  
toward achieving the  
institution's mission?





## **CFS**

Child Development	24	AS
Child Development, Early Childhood Ed., Option II	26	
Consumer/Family Studies		AS
Educational Paraprofessional	47	
Family Childcare Mentor Training	2	
Fashion Design	20	AS
Fashion Merchandising	19	AS
Food Service 1: Basic Certificate	13	
Food Service 2: Dietetic Service Supervisor	22	

## **Fine Arts**

Art		AA
Commercial Art	33	
Dramatic Arts: Acting Emphasis		AA
Dramatic Arts: Technical Emphasis		AA
Music: Instrumental Emphasis		AA
Music: Keyboard Emphasis		AA
Music: Theory/Composition Emphasis		AA
Music: Vocal Emphasis		AA
Theatre Arts: Acting Emphasis	48	
Theatre Arts: Technician Emphasis	48	
Speech Communication		AA

## **Industry and Technology**

Architecture	38	AS
Automotive Emissions Technician	5.5	
Automotive Technology	33	AS
CISCO CCNA Academy	15	
Comp TIA A+	17	
Comp TIA Network+	15	
Construction Inspection	21	
Construction Technology	46	AS
Drafting Technology	30	AS
Electronics Technology	35	AS
Environmental Control Technology	29	AS
Graphic Design	31	AS
Industrial Maintenance Technology (Option A)	26	AS
Industrial Maintenance Technology (Option B)	30	AS
Microsoft MCSE	17	
Plumbing	9	
Programmable Logic Controllers	5	
Waste Water Treatment	6	
Welding	30	AS

## **Language Arts and Communications**

American Sign Language		AA
English		AA
Foreign Language Studies		AA
French		AA
Journalism		AA
Spanish (for Spanish Interpreter see Business)		AA

## **Library**

Library Technician	17	
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## **Math and Engineering**

Engineering		AS
Mathematics		AS
Mathematics-Science		AS

## **Nursing**

Nursing Assistant	6	
Emergency Medical Technician B	4	
Pharmacy Technician	10	
Phlebotomy Technician	3.5	
Registered Nursing		AS

## **Physical Education**

Athletic Trainer/Sports Medicine		AS
Dance		AA
Health Education		AA
Physical Education		AA

## **Science**

Biology		AS
Chemistry		AS
Laboratory Technician	17	
Physical Science		AS
Physics		AS

## **Social Science**

Administration of Justice: Corrections Emphasis		AS
Administration of Justice: Enforcement Emphasis		AS
Human Services (Social Work)	36	AS
Social Sciences		AA

## **Specialized Training**

Cosmetology	24-40	AS
Fire Academy	12	
Fire Technology	30	AS
Law Enforcement (Advanced Officer)	10.5-14	
P.O.S.T. Basic Policy Academy	30	

## **Other**

Humanities		AA
Liberal Arts		AA

## Program Review Reports

While Program Review reports traditionally are viewed as a tool for *evaluating* programs and services, they also provide a glimpse into what is happening in academic divisions and Student Services and Administrative Services. The reports included here document the past three years. Annually, divisions and service areas are asked to provide an update, documenting their progress achieving their identified goals.

### Program Review Reports: 2002 - 2003

#### SCIENCE DIVISION

##### Summary:

The Science Division provides our students with a wide variety of courses designed to meet their varied needs and requirements. Our primary goal is to facilitate student growth and success and at the same times maintain academic standards appropriate to our courses. As has been documented previously, our Division has to a large extent succeeded in our goals. Our students rate us highly in the service we provide and in our abilities to help them succeed in their educational endeavors. However, the Science Division is faced with a number of issues critical to our ability to service our students. In the next few years, we must address these issues if we are to improve our programs, or indeed, even maintain our programs at their current levels.

One of the most critical issues facing the Division is the potential loss of the Engineering program. This program has been an integral part of the Science Division since its creation. We are the only 2-year institution between Fresno and Bakersfield that has this program. The students of this program are some of the best students in our district. Without these students the need for calculus-based physics would decrease to near zero and enrollments in CHEM 1 would also drop. This program cannot be deleted without significant and long-term negative effects on the Science Division. We have also experienced a reduction in faculty due to retirements and the hiring freeze. We will be unable to sustain our diverse offerings and meet the increasing demands for our courses without replacing those retirees. Budget constraints may also adversely affect the MESA

program. Reductions in State funding levels and/or the loss of matching funds from the College will require the re-organization and, potentially, a reduction in services to our students. The loss of services will negatively impact the retention and success of our students as well as the diversity of our student populations within the division. Maintaining the MESA program must be a priority.

Another critical issue to the Science Division is the lack of consistent funding for equipment and the reductions (and before that stagnation) of our supply and repair budgets. Science classes and laboratories are extremely equipment dependent. Modern science demands the use of modern equipment. The College does not have a dedicated budget for instructional equipment. This MUST change if we are to continue to provide the kind of education our community deserves. The District needs to commit funds from the General Fund every year for the purchase of new and replacement equipment. Additional funds from the State could be placed in that fund when available. These funds could purchase subject specific equipment (i.e. spectrophotometers, pH meters), as well as computers for both students and faculty. In order to purchase large (expensive) pieces of equipment, we should be allowed to carry forward funds from this budget until we accumulate enough funds. As our departments move more and more into computerinterfaced data acquisition in our laboratories this problem will only get more desperate.

The Science Division is committed to providing our students with the best possible education. To that end we need to establish procedures for evaluating our

successes and failures and employ them on a regular basis. We need to monitor all of our courses' retention and success rates and develop plans to address any problem areas that are identified. We need to improve the use of different teaching methods and evaluate the effectiveness of our teaching techniques.

In order to allocate our resources effectively, the Science Division will monitor enrollments and student survey data to use in determining the schedules of our courses. We will need to evaluate the use of large lecture sections and scheduling at non traditional times and at varying locations. This data will also be used to justify replacement and new faculty positions.

The Science Division will work towards ensuring our courses are current and that they reflect the content of their counterparts in 4-year institutions. To that end, we will establish a calendar to review, modify and update our curriculum. During this review process, we will monitor changing requirements at transfer institutions to maximize transferability and articulation of our courses.

## **LANGUAGE ARTS**

### **Summary:**

The biggest challenge in the Language Arts Division is its size and scope of services. Add to these the lack of centralized facilities such as offices, classrooms, labs, etc. and the chances of working as a cohesive whole are slim. Despite these drawbacks, the division continues to deliver a wide range of course offerings; continues to lead the campus in curricular, technological, and faculty development innovations; and continues to participate in campus-wide governance. The LAD is the foundation upon which much of the rest of the campus depends; yet the division receives the least support in allocations for above-base budget items and facilities. Even though during the last five years, the total number of full-time English instructors has increased, the growth has not kept up with demand. Aside from English, no other Language Arts department has had a new full-time position filled.

Solutions to some of the specific problems will be addressed by those departments most immediately affected; however, certain global concerns will require the involvement of the entire division.

The first concern is with the current budget cutbacks. The LAD will not be able to deliver its current level of course offerings unless new full-time positions are funded in ESL and English.

Additionally, the a full-time secretary would alleviate some of the problems with the size and fragmentation of the division. Second, in order to address accreditation requirements and to update the course outlines, LAD needs to reconvene its Division Curriculum Committee in order to start rewriting course outlines most pertinent to meeting graduation requirements. When revisiting the curricula for these courses, LAD will need to meet the accreditation's requirement to identify assessable student learning outcomes. Given the acrimony in the English Department, this goal is perhaps the most ambitious.

As the course offerings shrink in these poor budgetary times, placing students at levels where they have the best chance to succeed becomes crucial. The entire division needs to create placement guidelines where none exist and continue to monitor the current English placement test.

Another global concern is with our use of space or lack of space. Re-envisioning the use of the 569a/b Lab and the 738 Foreign Language/Reading Lab, re-appropriating 550, and commandeering any other LAD space available, may allow the division to better serve student needs.

Finally, the division needs to pursue the viability of dividing into two divisions in an effort to eliminate the dominance by the English Department whose needs often take precedence over the needs of the other departments that make up Language Arts.

These goals can be reached in five years with financial backing. Key to success will be the work or, at least, the cooperation of most members of the division. Beginning with

these planning agenda items, the division can begin discussion in the fall.

## **FIRE ACADEMY**

### **Summary:**

The fire service has become an "all risk" service. All one needs to do is watch the television news coverage of any disaster, whether natural or man-made and chances are the first images shown are those of men and women in the familiar fireman's helmets going about protecting the lives and property of those in jeopardy. The Fire Program is a crucial link in the training and education of fire fighters whom the public depends on in times of crisis. Due to the importance of this program to public safety it deserves a higher priority in funding and administrative support than is currently being provided.

Many of the issues addressed in this review will fall to the Fire Technology Coordinator to resolve. Priorities include; establishing an adequate budget, pursuing Accreditation, writing new course proposals, developing new curriculum, recruiting new instructors and addressing the concerns of the students and fire chiefs expressed in the survey.

Facility and equipment needs must be addressed, particularly in regards to classrooms and further development of the cooperative drill grounds with Kings County.

Today's fire service must be prepared to deal with today's challenges, which unfortunately have become more frequent, more complex and more deadly. COS is expected to provide much of the education and training that current and future fire fighters will need to safely and effectively deal with those challenges. Given adequate support, the Fire Program will provide our students with an excellent learning experience that is respected by industry and has the full support and confidence of the public.

## **POLICE ACADEMY**

### **Summary:**

Through the years, this instructional department has evolved into a recognized training institution for this region. It has also become a significant contributor to the overall revenue picture of the college. Challenges for the department continue to

be limited payroll funds coupled with crowded office areas, and a very limiting environment for the police academy training. Our other challenge is to maintain what is right now an over- tasked clerical staff in the face of a reduced college budget and plans to "streamline" clerical services. With the opening of the Perishable Skills Center, we are embarking upon a new and exciting chapter in the history of this department. The Skills Center has also enabled us to acquire and utilize high technology cutting edge training equipment. We have an excellent population of law enforcement officers in this four county area from which we continue to draw outstanding instructors. These personnel, and our permanent staff, are the magic of this operation. Despite the current fiscal hardships, all of us on the staff are optimistic about the future of the department.

## **PUENTE PROJECT**

### **Summary:**

The COS Puente Project is a thriving, successful program, actively involved in creating educated leaders in our college and community.

### **Challenges/Solutions:**

1. Continue to meet/exceed goals of COS mission.

2. Continue with same staff quality (co-directors, student workers, tutor).

### **Additional Goals:**

a. Employ 50% secretary.

b. Employ literacy tutor each semester.

3. Continue with the same quality of service.

### **Additional Goals:**

a. Assess "On Course" for possible adoption.

b. Assure that both Puente counselors are 50% General Counseling and 50% Puente.

c. Form closer liaisons with high school counselors to attract qualified students.

4. Continue providing the same/similar services for our need/demand.

5. Work to find appropriate facilities.

Goal: Procure a Puente "home" with classroom, meeting, working, and office space for the team and classes. Interim steps include four private offices for the co-director and a centralized location.



## **WORKFORCE DEVELOPMENT PROGRAM**

### **Summary:**

Opportunity knocks. And the name of the opportunity is Workforce Development. Community colleges, universities, professional associations, technical colleges, recreational departments and private providers are restructuring to include contract training in their portfolios of services. The amount of money spent on training the workforces of businesses in the United States is growing every year and is currently estimated to be \$64 billion/year. In researching the many training management surveys recently conducted it is apparent this figure will increase year by year.

Nowhere else in the field of training and education is there a potential for so much profit. But the capture of this profit depends upon the ability to partner with others in a competitive, entrepreneurial environment. One of the partners in this effort is the college itself. We are presently collaborating with several distance learning providers. Because of economic pressures on businesses in general we expect to see an increase in this type of training. It can be done 24/7 365 days a year. At home or work and be delivered at much less cost than instructor led classes. In some cases we will buy these CBT classes at wholesale and resell them and in some cases we will sell them on a commission basis.

## **COMMUNITY EDUCATION**

### **Summary:**

Community Education at College of the Sequoias has a long and continuing history of providing lifelong learning opportunities for residents of its District. Its focus is presenting high-quality, reasonably priced, fee-based workshops and delivering superior customer service from the moment a student indicates interest in a workshop to the time they complete a workshop and beyond. It provides an effective marketing arm for the college and makes the term "community college" more relevant to members of the community who might not otherwise have an interest in the operations of the college.

From test proctoring services, MOUS Certification, Pottery in the Park, and Japanese language classes to the Supervisory Academy, Notary Public and Customer Service Academy, CommED at COS seeks to offer unique services to all residents of the District. We believe that we are accomplishing our charge and meeting the spirit of the College Mission.

## **ADMISSIONS AND RECORDS**

### **Summary:**

The program's **mission** currently provides an appropriate framework for the functions and services provided. An ongoing review and necessary modifications will occur.

**Staffing** is inadequate, with an increase of .25 FTE since 1991, while the student body has increased 31.9

percent during the same time. Pursuit of two new staff, redirecting some tasks that do not belong in A&R, and continued cross-training of staff to improve response time during peak activity times or in the absence of staff are the short-term solutions to this issue.

Although **quality of service** is perceived by staff and students as very good, some efforts will be made to achieve an improved level of service. Most notably are an improvement in A&R student employees' level of knowledge of A&R procedures and processes, expanded updating of A&R information to the campus each semester, and increased A&R staff knowledge of other offices and the relationship of those staff's jobs to our service for students will be made. Renewed attention to monitoring the hallway congestion during high impact times, an effort to improve response time to service requests and additional cross-training of staff will also be a focus of improving quality of service.

Response to the **need/demand for service** requires additional staff, improved efficiency and greater technology, although current funding constraints will likely limit our efforts to efficiency measures. The program's **facilities/equipment** needs are additional storage space for supplies/forms, a climate controlled location in close proximity to A&R for student records, increased office space for additional staff and a remodeling of the Registration room to accommodate the housing of permanent staff on a day-to-day

basis. A better option for a location of dispersing financial aid checks rather than the Registration room/office, maintenance of technological currency and the replacement of the microfilm reader/printer are additional needs that will be pursued.

## **OFFICE OF THE DEANS AND ASSOCIATE DEAN**

### **Summary:**

Deans and the Associate Dean of Academic Services and Student Services are middle management, administrative positions at College of the Sequoias. They work directly with faculty, staff, and students. Their educational and experiential background qualifies them for the various tasks they are called upon to perform. Although the number of students has increased 54% during the past two decades, the number of Deans/Associate Deans has decreased 45% (from 11 FTE to 6 FTE). This has created challenges for both the administrators and their assistants. Their ability to function in a support role as it relates to meeting the needs of the institution and the needs of the faculty and students has been affected.

It is evident that the Deans/Associate Dean play an important role in helping the College achieve its stated Mission by working closely with the Vice Presidents, faculty, staff and students. These administrators also work with the feeder high schools to facilitate various meetings, communications and activities to enhance high school student application/attendance at the College. Although surveys to gather information for this report resulted in a prevalence of "No Opinion" responses, the majority of respondents felt the Deans/Associate Dean communicated high expectations, provided fair and equitable treatment for all, managed resources effectively and supported student access and success. They also were seen as being supportive and actively involved when problems arise, effectively involved in the planning process, provide services of appropriate quality that are delivered efficiently and effectively, and the personal and professional development of staff is encouraged and supported.

In serving as a bridge between the students and community and upper level administration and Board of Trustees, the Deans/Associate Dean are frequently caught in the middle of conflicting needs and constraints, including union contracts, budget reductions, legal mandates or the inability of staff to adapt to change. The dispersment of the Academic Deans from a central location in close proximity to other parts of the campus has resulted in disadvantages related to communication, collaboration and assistance. These administrators and their assistants have limited budget with which to upgrade their technology, and the process for securing new equipment frequently awards the funds to other programs/departments.

Financial Aid also needs their long-awaited remodel to occur to improve traffic flow and service to students.

The primary challenge, simply put, is to "do more with less." The increase in students, the decrease in Deans and the increase in assignments/workload have impacted the ability to meet the demand. Many solutions rely on funding, which is also part of the challenge at this time. To meet the challenges identified, the following recommendations were developed: strengthen efforts to communicate with and receive feedback from the community; replace the retired Dean of Academic Services as soon as funding is available; strive to restore the middle management administrative staff to adequate levels to ensure quality services and/or reorganize to ensure basic coverage for necessary functions and activities; consider relocation of the Academic Deans into close proximity with one another and the Vice President of Academic Services; facilitate communication by maximizing use of Administrative Assistants and make improved cost effective use of supplies and equipment; complete the remodel of the Financial Aid office; and assign funding in each Dean's/Associate Dean's budget for updating/upgrading equipment on a regular basis.

## **FISCAL SERVICES**

### **Summary:**

The Fiscal Services departments are committed to their mission of serving the staff, students and the public, while performing as accurately, fairly and efficiently as possible. The staff is experienced, professional, helpful and dedicated to the District. With all of the additional responsibilities, it will be extremely challenging to accomplish all of their goals, however, several of the goals are mandated, and so they have no choice regarding the implementation. They find themselves in a difficult position; being short staffed makes it more important to implement changes that will save time, but implementing changes that will save time requires an adequate number of staff. It is imperative that they replace any other losses to staff, that the staff receive the continuing education that they need to stay current with new laws and regulations to properly perform their jobs, that cross training continues and that they develop a plan to replace their computer equipment.

## **FACILITIES SERVICES**

### **Summary:**

The Facilities department is committed to the departmental mission, which supports the institutional mission. The Custodial, Grounds, Maintenance and Operations, Facilities Planning and Transportation departments work in different ways, but for the same outcome, customer service. With the exception of restroom conditions, the level of customer service seemed to be validated and appreciated by most constituents who responded to the departmental survey.

In the next few years, forecasted budget reductions will challenge the department to find new and more efficient ways to deliver services to the COS stakeholders. These reductions may force the department to compromise its customer service philosophy and adopt a reactive way of operating.

## **COMPUTER SERVICES**

### **Summary:**

The 2003-2004 Self Study report states: "Computer Services is a client-oriented department that provides support in communications, computer systems and information management to all students and

staff. This department facilitates information exchange through the collection, storage, retrieval, security and reporting of Data."

Defining "basic skills" in today's economy must include computer skills and other related technology skills. Today's student is seeking alternatives to the traditional classroom model like education models that provide on-line learning, universal access to learning tools, asynchronous communication between student and instructor and ready access to student services. In order to support the training of these basic skills to today's student, the district provides several computer labs for student use and provides a distant education presence. College of the Sequoias offers courses at several locations throughout the district including two off-site centers, the COS Farm and the Hanford Center. Each of these locations provides students with the technology needed to train for today's economy. There are over 1100 personal computers available to faculty, staff and students at these three locations and are connected together for data, video and voice communications. The district just recently embarked on implementing a comprehensive computer system that will integrate administrative systems required for the college. Computer services have taken the lead in the conversion of legacy data and the implementation of this new Enterprise wide software system.

The staff at computer services continues to perform duties associated with the computer infrastructure, student computer labs, administrative software and other technology and communication related items. The training required to stay current with hardware, software, programming techniques and network management must be taken into consideration and included in future budgeting cycles. Staffing increases is a necessity for College of the Sequoias to achieve a level of technology required to compete in this educational and regional market. Studies by government agencies further support the need for a level of technology support that is not currently in place at College of the Sequoias. Current COS User documentation of all necessary office procedures will need to be

developed, used in training, and kept current. A collaborative team of domain expert and documentation specialist can create the correct content with a consistent presentation. The current help desk function will be renamed to more accurately describe its function, that of a central collection point for all requested tasks.

The need for Computer Services support in the areas of programming, network maintenance, server maintenance and workstation maintenance will probably

continue to increase for the foreseeable future. The implementation of Banner and maintenance of Banner, the care and feeding of the network infrastructure, the security of data, the training of individual end users and the installation of current equipment and software will be a major function for the computer services staff. The existing staff vacancies should be filled as soon as possible as well as an increase in the number of front line technicians.

## **Program Review Reports: 2003 – 2004**

### **FINE ARTS DIVISION**

#### **Executive Summary:**

In reviewing the four completed Department Reports (Art Dept. missing), the consensus is that the Division is strong and thriving. The students and community are provided needed general education transfer courses and are served by a wide array of artistic performance opportunities through, music, drama and dance concerts and plays, competitions and festivals. In reviewing the listed goals and action plans from the past Program Review, many of the needs have been met. Some however are ongoing and tied to funding.

Each Department has listed and prioritized their individual needs and action plans. Three underlying needs within the division exist which MUST be addressed in order to maintain the high quality of educational programs we now offer.

1. Technology – We must upgrade and provide students with the latest classroom technology in order to give our students the necessary tools to thrive in today's world.

Photography and Commercial music program needs to make and/or complete the transition from analog to digital.

2. Instructional Supply and Repair Budgets – The amount of money available for supplies and repairs has not increased in many years and was drastically cut in 2003. While at the same time costs for instructional supplies

and equipment repairs has dramatically risen. Each department has creatively handled this issue, but at some point we will not be able to maintain without increases in budgets.

3. Staffing - Additional full-time Instructors are needed in all departments. Most full-time staff members are taking large numbers of students in their classes and are teaching overloads due to the budget crisis. The potential for burnout among staff is great and at some point this will have a negative impact on our quality.

Photography, Commercial music and Art History are programs which are staffed solely by adjunct teachers. These programs need full-time Instructors.

### **TRANSFER/CAREER CENTER**

#### **Recommendations and Summary:**

1. The overall impression that one has when reading the materials contained in this report is that the Transfer/Career Center is doing a good job of serving COS students in several very important areas, and doing this with limited resources. The staff have been creative in using the space and resources provided to create a Center which is easily accessible and inviting to students. The student survey shows that students who use the Center feel that they are given quality service and information and that the staff are accommodating and available to them.

However, it is also apparent from the report that the staff will face new challenges in the near future due to increasing enrollment and funding shortages. The staff will have to learn to work even more efficiently in order to continue to provide a high level of service to students. One area that the staff needs to concentrate on more is the on-going evaluation of its services. The creation of an advisory committee and the consistent use of tools such as surveys will enable the staff to stay abreast of changes in student demographics and needs. The use of technology is another way in which the staff can continue to provide excellent service. The implementation of Banner has necessitated the creation of a new, stand-alone job system for the Center. By linking the system to the planned new website, the use of the system can be extended to students off-campus. Given the lack of space in the Center, measures such as this will help decentralize services and make our services and information available in a more effective manner.

2. In order to meet future challenges, the Center will need to implement changes to its procedures. The following are some of the actions needed to achieve the Center's goals. Several of the items in the report's action plans deal with methods which will enable the staff to work more efficiently; these include (but are not limited to): moving to more group sessions in the Career and Transfer advising processes; using student employees more to assist students using the Center's resources; and, decentralizing some of the processes such as the job placement process. The Center's staff will also need to begin using assessment tools such as surveys to keep staff informed of needed changes or additions to its services. The job placement rate is one statistic that will become a focus as we attempt to better track how many of our students are successful in obtaining part-time employment and devising ways to better help them in this process. The staff will also need to look to continuing education as a means of keeping up with changes in the career, transfer and job fields. It is hoped that funding will allow staff to attend training in these areas.

## **ARTICULATION, ASSESSMENT AND PLACEMENT**

### **Recommendations and Summary:**

1. What are the major conclusions regarding the state of the present department?

A. First, every major goal included in the 1998-1999 Program Review Report was achieved. The Coordinator is locally managing both the APS English Placement Test and the College of the Sequoias Algebra Readiness Test (i.e., conducting all research usually required by test publishers plus all local validation research), and has received full approval by the Chancellor's Office. The Coordinator conducted the retroactive testing, validation research and developed the new multiple criteria English placement model for the Computerized English placement test. He also completed all disproportionate impact studies, and validation studies for all other placement tests. The Coordinator and Technician designed the new Assessment Center including the 27 computer workstation lab and offices for staff. The Coordinator has successfully integrated the Web based ACCUPLACER tests with the network-based math and ESL tests so the presentation to the student appears seamless and the test results are printed in one report immediately after completion of the test (COS is one of only three in the state that has accomplished this task, and others are interested because 70% of California Community Colleges use the MDTP math placement tests which are not available in a Web application and the ACCUPLACER is now available only in the Web application). A 50% Articulation Technician was hired and trained which provided the Coordinator the time to accomplish the above goals. The articulation program has continued to increase the number of articulation agreements with four year institutions, improve the accuracy and currency of articulation included in ASSSIST (Statewide official repository of California Articulation), maintained the California Articulation Number System (CAN), the comprehensive major advising sheets for CSUF and CAL POLY, SLO, and the transfer general education programs.

B. The department is understaffed. Prior to July 1st 2003 the department included the full time Articulation/Assessment

Coordinator, the full time Assessment Technician, the 50% FTE Articulation Technician, and 35 hours/week student help. Currently the Assessment Technician has been reduced to 75% FTE, the Center accessible on a regular basis is a wonderful service for our students; however, this service delivery model requires more staff, not less. Additional staff is required.

C. The Matriculation mandated six year review cycle will require the validation research to be completed again by Summer 2006. Therefore, as soon as the Coordinator resolves the high school testing issues (described below), it will be time to begin the validation research efforts for the entire assessment program.

D. The APS (paper and pencil test) used for testing at the Hanford Center and district high schools will no longer be approved by the Chancellor's Office after February 2006; therefore, the last year the college will be allowed to use the instrument for high school testing is Spring 2005. A plan to pilot test computerized assessment at selected high schools has been delayed due to lack of funds and reduction in staff. If the Articulation and Assessment budget and staffing does not improve by next year, allowing the pilot testing to occur, the college will need to adopt an alternative plan for how to provide testing at district high schools after Spring 2005; it may be necessary to suspend testing services at the district high schools until appropriate levels of funding and staffing are achieved. The planning for either pilot testing the computerized assessment or the adoption of an alternative plan needs to occur before the end of the 2004-05 academic year so as to provide sufficient time to implement the plan prior to Spring 2006 testing at district high schools.

2. Summarize and prioritize the Action Plans for improving the quality of the services offered by the department.

A. Backfill Assessment Technician position from 75% to 100% FTE.

B. Replace Articulation Technician position at 50% FTE.

C. Implement computerized placement testing and ATB testing at the DRC, at the

Articulation Technician has been eliminated, and the student help per/week has been reduced to 25-30 hours/week. Having the Computerized Assessment

latest, by Spring 2006 as the current APS English paper & pencil test will no longer be approved by the Chancellor's Office.

D. Implement computerized placement testing at the Hanford Center and district high schools by Spring 2006, or implement an alternative paper & pencil tests as the current APS English paper & pencil test will no longer be approved by the Chancellor's Office, to avoid having to suspend testing at the Hanford Center and/or at district high schools.

E. Plan for and conduct appropriate validation research during the 2005-06 academic year to comply with the six year review cycle.

F. Implement a computerized version of the college's Math Competency Test.

G. Implement a computerized version of the college's new Information Competency Test.

H. Develop an Articulation and Transfer Services Web Page.

I. Develop an Assessment Web Page.

J. Staff will participate in training and professional growth opportunities as is possible within the constraints of the budget and staffing.

#### **FOUNDATIONS, SCHOLARSHIP OFFICE Recommendations and Summary:**

1. As reflected in the survey responses, the Foundation is doing very well in the eyes of its various constituencies.

2. First, hiring a Public Information Officer would be of great benefit not only to the department, but college constituencies as well. With another set of hands in the office, the department could take a more proactive approach to management of the media and public relations.

Second, as there are new Foundation Board members coming on (as there are every year) the Foundation Staff will be asked to perform different activities. As with any organization that is overseen by a Board of Directors (and in our case 30 members), each year there will be new priorities set and activities completed that are the goals of the Foundation Board. While this department does much more than "Foundation"

activities, it is the responsibility of the staff in the Foundation office to carry out the COS Foundation's priorities which are set by the Foundation Board members. Just as the goals and objectives of the College change each year, so do the goals of the COS Foundation.

Third, the office will continue to identify new ways of meeting the needs of the donors. Admittedly, a time-consuming process, personal notes are often written thanking donors for their support of the Foundation. Other such activities will be explore to

maintain the personal touch with donors and potential donors.

Fourth, continuing the projects that the have assisted the various constituencies of the District—from purchasing land that the District could not afford to scholarships, and from much-needed instructional equipment which is not provided for in the general fund budget to the vehicle for programs such as the Project House Program. The Foundation will continue to identify ways to be of assistance to the District, its' faculty and staff, and most importantly, its students.

## Program Review Reports: 2004- 2005

### BUSINESS DIVISION

#### Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

#### THEME/ISSUE 1: PERSONNEL

<i><b>Action Plan</b></i>	<i><b>Department</b></i>	<i><b>Priority during five-year period</b></i>
Replace full-time faculty member that retired.	Accounting General Business	On going. We are currently interviewing for a Computer Information Systems/Business Instructor. However, we still have one additional position that has not been replaced.
Increase the part-time secretary position to a full-time, eleven month position.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. This position was recommended in our original Program Review. It was approved campus wide in 2001 with a number 1 ranking. However Dr. Badrkhan did not approve the position
To meet the growing needs of industry and technology, we need to increase our course offerings to meet demand. This can only be accomplished by requesting additional full time instructors for our division.	Computer Office Technology Real Estate	On going. We will continue to request new full time faculty positions.

Develop and implement a three-year pilot position for a half-time Coordinator for the Business Division to be a liaison that will continually develop an effective cohesive partnership with local and corporate entities	Accounting Computer General Business Paralegal Real Estate	The coordinator will be responsible for making contacts with local and corporate entities to widen the reach of our Internship Program. The division would also like to create some new programs that would better service the needs of our community.
Encourage faculty to continue to serve on committees to ensure we are kept abreast of campus-wide decisions and activities.	Accounting Computer General Business Office Technology Paralegal	On going
Encourage instructors to evaluate their teaching styles and to participate in continuing education courses that improve the presentation of classroom material.	Accounting Computer General Business Office Technology Paralegal Real Estate	On-going. Our instructors will continue to evaluate each other in the classroom and make recommendations regarding teaching styles as well as picking up tips for themselves.
We have established an on-going Internship Program with local corporate entities.	Accounting Computer General Business Office Technology	In progress. Some of our students have already been placed in permanent positions with a local corporation and we are continuing to look for more qualified students.
Continue to hold regularly scheduled meetings for faculty to exchange view points, concerns, ideas, etc.	Accounting Computer General Business Office Technology Paralegal	On going
Establish a committee to review times and frequency of course offerings.	Accounting Computer General Business Office Technology	We feel a real need to establish a sequence of classes for students to use when planning their classes. Unfortunately, this is a time consuming process and with limited faculty and support staff, it keeps getting placed on the "back burner".
Devise a strategy for gathering post-graduate and post-certificate job placement statistics.	Accounting Computer General Business Office Technology Paralegal	We hope to create a survey to be mailed to former students to see what they are doing upon completion of graduation or a certificate program. Unfortunately, at this time we don't have enough personnel to proceed.



Work more closely with the local corporate entities and our Advisory Board so staff can keep abreast of current workplace needs, training techniques, and working environments.	Accounting Computer General Business Office Technology Paralegal	On-going. When active, our Advisory Board keeps us up-to-date on the skills and training they are looking for in their employees. We hope to develop a questionnaire that will be distributed to our Advisory Board. This will provide us information as to what industry feels is lacking in job applicants and what areas they would like us to put more emphasis on.
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THEME/ISSUE 2: PROGRAM SERVICE

<b>Action Plan</b>	<b>Department</b>	<b>Priority during five-year period</b>
Provide more flexible "lab" hours for students who do not have access to resources outside of COS. Computer labs should be monitored by one or more Lab Aides who are knowledgeable in the accounting software being used.	Accounting Computer General Business Office Technology Paralegal	On-going. Due to budget cuts in district (35%) and VTEA funds (55%), we are unable to hire enough Lab Aides to provide coverage from 8 am to 9 pm. We will continue to request additional funds for our student worker/Instructional aide payroll account.
Provide USB Flash Memory Devices to our students through their material fees instead of floppy disks.	Accounting Computer General Business Office Technology Paralegal Real Estate	In progress. All Business Division students are allowed to use our computer labs. However, material fees are charged only on a limited amount of courses. Many students are enrolled in more than one Business Division course each semester. However, they only need one USB Flash Memory Devices. We are currently discussing how to resolve this issue as well as various ways of covering the expense of all our students using the labs.
Hire in-class student tutors. This would allow class participants to receive more one-on-one interaction with a computer literate person.	Computer	On going. Due to budget cuts we do not have funds available to hire enough student tutors to provide this service. We will continue to request additional funds for our student instructional aide payroll account.
Continue to evaluate new software programs and determine the appropriate course offerings based on the needs of local industry.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going

COS counselors are seeing a trend in a large amount of students wanting to graduate with a transfer degree in business but we currently do not offer that degree.	Accounting Computers General Business Office Technology	In progress. Students majoring in Business are forced to apply for a Liberal Arts Degrees. The development of this degree is in progress with the guidance and support of counseling and articulation personnel. The CSU's are in the process of standardizing their degree programs. We are waiting to realign our courses with the CSU's requirements.
At a meeting in June, 2004, over 25 business representatives from the community met to discuss the training they would like to see available for future employees and corporate training opportunities.	Accounting Computers General Business	In progress
We have established an on-going Internship Program with local corporate entities.	Accounting General Business Paralegal	In progress. Some of our students have already been placed in permanent positions with a local corporation and we are continuing to look for more qualified students.
Endorsement by employers or Economic Development agencies coincides with the Advisory Committee as they consist of the same individuals.	Accounting Computer Office Technology Paralegal Real Estate	On going
Continually update our course outlines as well as create new courses, keeping pace with changes in the industry,	Computer Accounting Computer General Business Paralegal Real Estate	On going. Our course outlines are updated every five years.
Evaluate the possibility of creating more on line courses.	General Business Office Technology Real Estate	In Progress. On line courses enable us to provide additional opportunities for our students. This is also a way to off set the shortage of computer labs and student workers.
.		
We are focusing on improving student outcome by working more closely with industry, internships, and feedback they offer.	Accounting Computer General Business Paralegal	On going.

Continue to measure student outcomes by the completion rate of students seeking certificates.	Accounting Computer General Business	On going.
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THEME/ISSUE 3: EQUIPMENT

<b>Action Plan</b>	<b>Department</b>	<b>Priority during five-year period</b>
Computers and all equipment (instructor and staff computers, classroom computers, projectors, instructor work stations, and printers) become antiquated within three years. We must have an adequate supply of equipment and it must be in functioning condition and work. This equipment must be placed on a three year rotational basis in order to improve our student's academic advancement and consistency.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. Ideally, our equipment should be on a three year rotational basis for replacement. Unfortunately, due to a lack of funds, we have not been able to incorporate this rotation.
Update software every two years.	Accounting Computers General Business Office Technology Paralegal	On going. We must continue to teach the most up-to-date software that is on the market. Students must be able to purchase the software they are being taught if they wish to do homework on their own computers. Outdated programs are no longer available to them.
Increase number of computers available for classes. More of our courses would benefit from being taught in computer classrooms. However, due to a shortage of computer labs, courses that utilize computer programs are forced to meet in lecture classrooms.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. However, due to the lack of computers, we are forced to continue to teach some of our courses in lecture classrooms. The instructor illustrates on the workstation computer the steps to utilize an application, hoping the students can remember well enough to navigate in the program when they have access to a computer.

THEME/ISSUE 4: FACILITIES

<b>Action Plan</b>	<b>Department</b>	<b>Priority during five-year period</b>
Install surge protectors for all computers (classrooms, instructors, and staff offices). The electrical current in the 700 building is now so volatile that the power surges damage our computers.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. The mother boards and other computer components failed in 714 due to power surges. We now have surge protectors in 714 and the damage has been greatly reduced.
Install cabling to wireless computers in classrooms, allowing students with laptops to have access to the network.	Accounting Computer General Business Office Technology Paralegal Real Estate	Due to the increasing number of students using laptops throughout the Business Division, this is a top priority item. Not only does this help in our accommodations for our students, it is also more cost effective in the long run.
Development of additional computer labs	Accounting Computer General Business Office Technology Paralegal Real Estate	Due to increased demand for computer classrooms in our entire division it is imperative that we increase the number of computer labs/classrooms to meet this growing need. With the technological advances that have occurred in the past five years, we must utilize computers in our all accounting classrooms to stay up to date with industry. However, due to the lack of computers, we are forced to continue to teach in lecture classrooms.
Provide a work area for computer repairs and additional storage for	Accounting Computers General Business Office Technology	On going. We now have very limited space for storage. Computer related items are now stored in several different locations, many of

**CONSUMER FAMILY STUDIES DIVISION**

**Executive Summary:**

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

**THEME/ISSUE 1: Maintain program and course consistency**

Create a CHLD mission statement with input from all CHLD instructors	CHLD	Fall 2005
Train all faculty toward course content consistency via objectives	CHLD EDUC CFS	Spring 2006
Analyze courses for logical sequence and potential prerequisites	CHLD NUTR	Fall 2006 Spring 2007
Complete content reviews of course objectives. Make necessary changes.	CHLD	Fall 2006 Spring 2007 (contingent upon creation of CHLD course sequencing timeline)
Find and purchase new videos for Distance Education	NUTR CHLD	Preview and select Spring 2007
Select new texts, and support materials as new editions are released on a two year cycle.	NUTR CHLD CFS EDUC	Preview and select Spring 2007

**THEME/ISSUE 2: Ongoing review and revision of vocational certificates**

Action Plan	Department	Priority during five-year period
Research the impact of deleting or combining the two Food Service certificates	NUTR	2006
Rewrite the Food Service certificates as determined by our research and submit to the curriculum committee	NUTR	April 2006
Review course sequencing for CHLD two-year degree and certificates	CHLD	2006-07
Create curriculum and/or practicum for School Age certificate	CHLD	Spring 2006
Expand infant toddler course offerings to meet CA matrix specialization requirements	CHLD	Spring 2006
Review and revise FASH course offerings to expand and offer more special topics classes	FASH	Fall 2007
Review and revise Special Ed Option II certificate	CHILD	Spring 2006

THEME/ISSUE 3: Increase student enrollment and success

Action Plan	Department	Priority during five-year period
Develop assessment method tools to identify students who need CHLD 239 prior to CHLD 39. Schedule and promote enrollment in CHLD 239	CHLD	2005-06
Implement CHLD course sequence	CHLD	Fall 2009-10 base on Curriculum Committee
Subscribe to Women's Wear Daily	FASH	2005-06
Educate COS counseling staff about our division	FASH	Fall 2005

including related fields and current employment opportunities	CHLD	Annual presentation to counselors
Utilize PIO to gain more media coverage locally and with the Campus newspaper	FASH NUTR/FOODS CHLD	2005-10

THEME/ISSUE 4: Increase effective use of equipment and technology

Action Plan	Department	Priority during five-year period
Provide training for the use of live feed and recording equipment in room 509, to increase student exposure and access to child observations	CHLD	2005-06
Hire a permanent classified staff to maintain a healthy sanitary, organized lab and to assist students in food preparation courses	NUTR	2005
Train and encourage all faculty in division to use PowerPoint & student websites	CHLD FASH EDUC	2005-06
Evaluate, repair and replace as needed, large and small appliances	NUTR/FOODS FASH	2005-06

## NURSING AND HEALTH SCIENCE

### Executive Summary:

The Division of Nursing and Allied Health has one over-arching goal for the next five years and that is to build a facility dedicated to the education and training of our students. We have been very successful in acquiring grants, starting new certificates, and expanding our student population. We can do no more until we have more classrooms, more labs, and more faculty. We understand that the program review steering committee requests that we do not ask for new facilities, but prioritize our goals with our current facilities, faculty, and labs. Ever endeavor we wish to undertake to continue to grow this division is dependent on new space.

Certainly as secondary goals we will continue to focus on broadening the diversity of our students and our faculty. We are determined to meet the health care needs of the central valley and want our student population to reflect the ethnicity of those we serve.

We hope to develop a paramedic program over the course of the next five years. Again, this becomes next to impossible without more faculty and more space.

We believe that our division is exemplary in its efforts to work with students to achieve great retention and success numbers. Our faculty is dedicated to that end and we do very well.

Thank you for this opportunity to explore our division in depth and for the experience in working with a great validation team.

#### Theme/Issue 1: Maintain quality of Staff

Action Plan	Department	Priority during 5-year period
Develop the program to justify a full-time faculty member for these programs	CNA, EMT, Pharm Tech, Phlebotomy	4
Hire more faculty	Nursing	1

#### Theme/Issue 2: Meet the community/student demands for the program

Action Plan	Department	Priority during 5-year period
Increase capacity/retention through grant support	Nursing	1
Maintain part time advisor	Nursing	1
Maintain current and develop new pre-nursing learning communities	Nursing	2
Review curriculum for inclusion of basic algebra as a prerequisite	Pharmacy Technology	3
Evaluate changing admission date from spring to fall	Pharmacy Technology	2
Continue to evaluate clinical sites to increase student access	Pharmacy Technology	3

#### Theme/Issue 3: Maintain quality of service

Action Plan	Department	Priority during 5-year period
Maintain low student: instructor ratio	CNA, Nursing, Pharmacy Technology, Phlebotomy	1

Continue to use data from certification and competency testing to refine course presentations for student success	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	1
Research the potential for developing a Paramedic program at COS	EMT	2
Maintain close relationship between faculty and students to prevent "falling through the cracks"	Nursing	1
Continue to refine curriculum using "ATI" testing assessments and information about graduates' performance on NCLEX	Nursing	1
Continue to use clinical evaluation tool to evaluate students' clinical performance objectively	Nursing	1
Continue to chart testing, using Access software and parameters tailored to our curriculum	Nursing	1
Maintain NURS 315AD, Nursing Support Course	Nursing	1

Theme/Issue 4: Maintain adequate facilities and equipment

Action Plan	Department	Priority during 5-year period
Permanent facility for this program	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	3
Current technology for student learning	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	2

**CalWORKs, TANF**

**Executive Summary:**

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*THEME/ISSUE 1: (The program could benefit by the implementation of student learning outcomes.)*

Define student learning outcomes and measurements	CalWORKs	High

*THEME/ISSUE 2: (In conjunction with the DRC, leverage funds to hire a pt. time Counselor.)*

Review and track expenditures for 2004-05	CalWORKs/DRC	High
Develop a position paper specifying how funds be redirected in the 2005-06 budget for the position	CalWORKs/DRC/ HR	High

*THEME/ISSUE 3: (Rehire CalWORKs childcare Coordinator at the conclusion of her leave.)*

Develop a CalWORKs/TANF budget to include the position at full-time Childcare Coordinator	CalWORKS & WIA	High

*THEME/ISSUE 4: (Improve our collaboration with other community partners to enhance services to students.)*

Meet with community partners and discuss a collaborative effort	CalWORKs	Medium

## **COPY AND MAIL SERVICES**

### **Recommendations and Summary:**

#### **1. What are the major conclusions regarding the state of the present department?**

With all of the changes Copy & Mail Services has undergone in the last five years, one thing remains certain. Copy & Mail Services remains dedicated to providing the most timely and best quality products to our customers. Our customer service and accessibility has improved significantly. Our customers are satisfied with our services, and the equipment we provide them. We continue to look for additional services that we could use to expand our department even further. Copy & Mail Services is committed to acquiring the best and newest technology for the campus. Training and facilitating the needs of faculty is our utmost concern. We need to continue to train our customers in digital copying. According to our survey additional training is both needed and required. Additionally, we need to communicate better with Computer Services. Many times the issues we have with Universal Send are not of our own doing but with network issues. Communication of these issues with the campus population could end problematic concerns with this technology.

Copy & Mail Services remains to be one of the strongest departments at College of the Sequoias. With only three full-time employees and one part-time employee, our attitude is to "Strive to do more-with less." We embrace challenges and change, as long as it's a benefit to the college and the students which we all serve.

2. Summarize and prioritize the Action Plans for improving the quality of the services offered by the department.

Copy & Mail Services will continue to improve our quality and customer service. We will utilize our equipment and customer service skills to ensure our deadlines are met with satisfaction of our customers. Copy & Mail will strive to enhance our services and work for a more cost effective and convenient way of doing business.

Our Priorities for improving the quality of services offered by Copy & Mail Services-

- 1) Continue with quality customer service and quality products.
- 2) Continue to improve efficiency through productivity and technology.
- 3) Relocate the mailroom closer to Copy & Mail Services which will help achieve # 1, 2 and # 4.
- 4) Become involved in the recommendation process for better security in the mailroom. #2 coincides with this priority.
- 5) Request training opportunities for staff of Copy & Mail Services on any aspect relating to better employee development.
- 6) Explore issues pertaining to a "paperless campus."

## DISABILITY RESOURCE CENTER

### Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

*THEME/ISSUE 1: (Counseling services are essential for the success of our students.)*

Review categorical allocations for 2005-06.	DRC & CalWORKs	High
Adjust budgets in CalWORKs & the DRC for 2005-06 in order to fund a counseling position.	DRC & CalWORKs	High

*THEME/ISSUE 2: (Attempt to achieve compliance with Title V with regard to Special Class FTES)*

Review regulations, draft a proposal and discuss with appropriate stakeholders	DRC, Administration, and Fiscal	High

*THEME/ISSUE 3: (Attempt to address compliance with section 508 of the Rehab Act re. captioning.)*

Review regulations, develop a position paper, meet and discuss with stakeholders.	DRC & Media Services	High

*THEME/ISSUE 4: (The integration of services for students with disabilities should be an institutional goal.)*

Attempt to have High Tech located within the Learning Resource Center.	DRC and Academic Services	High
Meet and confer	DRC, Facilities, Academic Services	High

**Child Development Center**

**RECOMMENDATIONS AND SUMMARY:**

1. What are the major conclusions regarding the state of the present department?  
Survey results show that the overall state of the COS CDC is good. We will work on the following areas: customer satisfaction, staff moral and supporting student success.
2. Summarize and prioritize the **Action Plans** for improving the quality of the services offered by the department.
  1. Develop an orientation video for lab students (CHLD 140 and CHLD 141
  2. Increase communication between child development faculty and center staff by meeting at least 3 times per year.
  3. Improve communication with staff, parents and lab students by creating a monthly newsletter; holding monthly or bi-monthly in-service/meetings and do an annual survey.
  4. Update the written orientation and develop a process for providing orientation to newly hired employees.
  5. Acquire adequate storage space for large equipment.
  6. Provide locked cabinets for storing toxic cleaning supplies.
  7. Renew the center's alarm system with Matson Alarm for another 5 years.
  8. Continue support service and training for EZ Care Software.
  9. Plan for the purchase of a new washer and dryer for the center. The center's current washer and dryer are ten years old and in working condition.
  10. Extend our 198-day calendar to 234 days.
  11. Open budget code 19250 4212 52220 6920 for equipment repairs.
  12. Add \$2,500.0 to the Instructional Supplies budget fund 19250 4212 43100 6920
  13. Renew EZ Care SofterWare Program Enhanced Support for a period of 5 years.
  14. Send staff to EZ Care training to learn how to manage the program effectively.
  15. Keep the center open during summer months and during holidays to better serve COS students, COS employees and community families.

**Hanford Center**

**RECOMMENDATIONS AND SUMMARY:**

1. What are the major conclusions regarding the state of the present department?  
The COS Hanford Center provides valuable opportunities for students in Kings County to access courses which can be used to transfer to a four-year college or university, develop occupational skills, and enhance their understanding of basic skills. The COS Hanford Center also contributes to the economic growth of the COS District in Kings County.  
Students who attend classes in Hanford rate the services which they receive with high marks. However, the number of students attending the COS Hanford Center during the past five years has decreased markedly. This has led to a corresponding decrease in the number of courses being offered and in the number of FTES generated in Hanford. Several steps have been outlined in this report which should reverse this trend and increase the COS presence in Hanford.

2. Summarize and prioritize the **Action Plans** for improving the quality of the services offered by the department.

Priority must be given to understanding the decrease in student enrollment.

- Involve the new Public Information Officer and Outreach Specialist in promoting COS to Hanford residents.
- Explore financial aid opportunities for students who attend more than one community college, such as COS and West Hills.
- Develop a plan for offering “signature” programs in Hanford. These will be programs which are available only to students who travel to Hanford.
- Analyze enrollment trends for students from Hanford to identify where they are attending college after graduation from high school.
- Examine courses offered at West Hills’ Lemoore campus to determine where the greatest opportunities lie for meeting student needs.
- Additional attention must be given to the Facilities. Without a new facility where we can offer both vocational courses and science labs, growth opportunities will be diminished.
- The Board of Trustees will determine when and how to proceed with another bond election.
- Hire and permanently assign full-time faculty to the COS Hanford Center.
- Distance education offerings will be increased to allow expansion of offerings in Hanford

## Grants: 2004-05 Academic Year

In an attempt to be more responsive to the needs of students in the District, College of the Sequoias has applied for, and in many cases received, funding from specialized grants. Each grant application addresses issues designed to improve the College's ability to carry out its Mission. For instance, basic skills and success and retention have been the focus of several federal grants. Also, the College has recognized California's severe shortage of nurses and has formed partnerships and applied for funding to increase its ability to educate greater numbers of nurses. These tables provide an overview of the types of grants the College had pursued over the past two years.

Grant Name/Funding Source	Contact	Amount	Funding Period	Date to Board	Intent	Status
Bilingual Education – Career Education – U.S. Department of Education	J.Aguilar	\$210,852 (Year 5 of 5)	10/04 to 9/05	9/04	Goals are to: 1) increase pool of bilingual teachers; 2) provide services and incentives to support program completion; and 3) establish a career ladder from high school to bilingual teacher certification via collaborative efforts.	Funded
Enrollment Growth for Associate Degree Nursing Programs – Chancellor's Office - CCC	C.DeLain	\$81,203 (Year 2 of 2)	2005-06	9/04	Funding will allow for increased enrollment in the RN Program.	Funded
Learning Communities – Basic Skills – Chancellor's Office - CCC	R.Urtecho	\$35,000	5/04 to 6/05	9/04	Project will increase success in basic skills courses by preparing incoming students who require math/English remediation to become "master students."	Funded
New LISTO – Collaborative with Porterville College – U.S. Department of Education	R.Urtecho	\$352,170 (Year 1 – COS' funding for innovation)	10/04 to 9/09	10/04	Grant is a cooperative between COS and Porterville with the goals of: 1) assuring viability of traditionally low-enrolled classes through use of SMART classrooms; 2) increasing success and retention through Learning Communities; and 3) working with K-12 to improve math/English preparation for college.	Funded
Minority Science & Engineering	R.Urtecho	\$100,000 (Year 1)	10/4 to 9/07	10/04	Funding will: 1) increase faculty	Funded

Improvement Program – U.S. Department of Education					competence in teaching ethnic minorities and women majoring in math, science and engineering; 2) increase faculty use of technology; 3) create a community of scholars among science and engineering majors; and 4) promote transfer.	
Health-Nursing Collaborative – Chancellor’s Office - CCC	C.DeLain	\$339,342 total	11/04 to 6/06	10/04	Goals are to: 1) provide short-term intensive training for RN students; 2) increase number of RN grads by 50 students each semester; 3) form an industry-driven regional collaborative to train 100 additional RNs; and 4) partner with Hospital Council of Central Valley to expand program.	Funded
Strengthening Pre-Collegiate Education – Carnegie Foundation	R. Urtecho	\$103,125 (Year 1)	1/05 to 12/07	11/04	Goal is to expand upon the learning community concept for basic skills students, enabling these remedial students to become master students. Also stressed is staff development that centers around new pedagogies for teaching basic skills students.	Funded
CA Early Childhood Mentor Program – CA Department of Education via San Francisco Community College	D. Campbell	\$5,877	9/04 to 6/05	11/04	Funds provide for implementation and coordination of Early Childhood Mentor Program which includes: 1) Mentor Class; 2) placement of lab students; and 3) continued mentor training.	Funded
CA Child Development Training – CA Department of Education via	D.Campbell	\$17,500	8/04 to 6/05	11/04	Funds address the shortage of qualified child care workers. (COS serves as a	Funded

Yosemite College					contractor for Yosemite College.)	
Independent Living Program – Community College Foundation Statewide Independent Living Program	L.Paredez	\$12,130	7/04 to 6/05	11/04	Intent is to provide for training of current and emancipated foster youth and their adult care providers.	Funded
Instructional Materials – Children’s Learning – CA Department of Education	M.Wright	\$596	7/04 to 6/05	11/04	Funds are for the purchase of instructional materials and supplies for the Child Development Program.	Funded
Career Technical Education – VTEA 1B – Out-of-School Youth and Vocational Skills Demonstration Project Grant – Chancellor’s Office - CCC	L.Dutto	\$200,000	12/04 to 8/05	12/04	The intent is to establish a Saturday Academy Training Program for 30 students to: 1) combine basic skills and exposure to 12 high-growth career sectors; and 2) provide the incentive to enroll and succeed in occupational programs.	Denied
Nursing – A Healthy Community – Governor’s Discretionary Funds (WIA & Wagner-Peyser)	C.DeLain	\$721,273	6/05 to 5/07	1/05	Funding will allow COS to: 1) increase the size of the Nursing Program by 30 students; 2) partner with area hospitals, Tulare WID, and Kings Job Training Office.	Denied
COS Tech-Prep Local Networks and Collaborative Project Grant – Chancellor’s Office - CCC	L.Dutto	\$199,954	2/05 to 12/05	3/05	Intent is to establish a Health Career Alliance with Tulare and Kings Counties’ primary and secondary schools.	Funded
CAMPus Scholars Program for First and Second Year Migrant Students – U.S. Department of Education	W.Garcia	\$336,785 (Year 1)	10/1/05 to 9/30/10	4/05	Goal is to provide the tools to help migrant students achieve their educational and career objectives via special orientations, learning communities, enrichment opportunities, mentors, and vocational/job training.	Pending
First 5 – Tulare County Special Project Grant – Tulare County Special Project Funding	M.Wright	\$50,000 \$24,350 match	2005-06	4/05	Funding will: 1) create a 100% handicapped accessible, inclusive play yard for the Children’s Learning	Denied

					Center	
Distance Education Captioning	D.Maciel	\$32,140	2005-2006	5/05	Funding will: 1) upgrade equipment to allow for digital capabilities; 2) provide live captioning equipment; and 3) allow for asynchronous distance education course captioning.	Funded
Career Technical Education – VTEA Title IC Funds – Chancellor’s Office, CCC	L.Dutto	\$362,114	7/05 to 8/06	6/05	Funding will: 1) strengthen academic, vocational, and technical skills of students; 2) provide students with experience in and understanding of all aspects of industry; 3) develop, improve, or expand the use of technology in education; and 4) provide professional development programs to staff.	Pending

### Grants: 2005-06 Academic Year

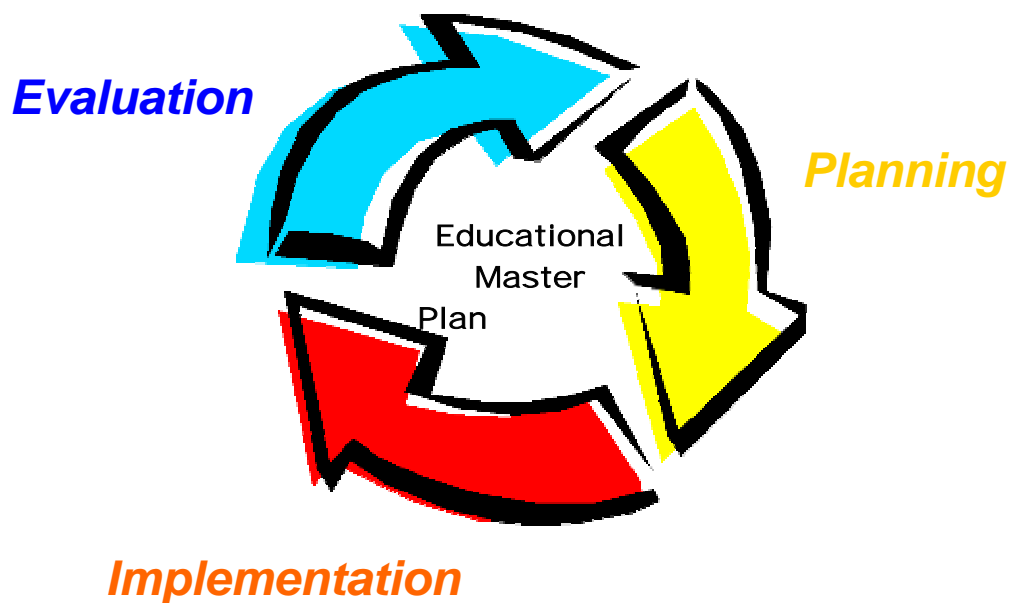
Grant Name/Funding Source	Contact	Amount	Funding Period	Date to Board	Intent	Status
Community-Based Job Training Grant – Nursing A Healthy Community – Department of Labor, ETA/Chancellor’s Office, CCC	C.DeLain	\$1,994,714	2005 through 2008	7/05	Through collaboration with area hospitals, Workforce Investment Boards, and County Offices of Education, the grant will: 1) overcome identified barriers to expansion of RN training opportunities; and 2) allow program expansion from 110 to 170 students per year.	Pending
Correctional Officer Training Demonstration Project – Chancellor’s Office – CCC	L.Dutto	\$300,000	8/05 to 2/07	8/05	Intent is to: 1) develop a comprehensive training program that can be replicated statewide; 2) recruit 60 candidates; 3)	Pending



					provide support services; 4) coordinate with Public Safety Program; and 5) develop partnership with Workforce Investment Boards.	
Career Tech. Ed./Economic & Workforce Development – WIA Funds for AS Degree RN Programs – Healthy Community Forum	C. DeLain	1,259,524	10/05 to 8/10	8/05	By partnering with areas hospitals and organizations, the size of the RN Program will be increased by 270 students. Goals include 1) use of innovative approaches and activities to address key capacity constraints such as lack of faculty and skills lab capacity and 2) support systems for student success.	Pending

## EVALUATION:

How do our institutional outcomes compare with the institution's stated mission?



# ANALYSIS OF INSTITUTIONAL PERFORMANCE INDICATORS

In February 2004, the Board of Trustees adopted a set of Institutional Performance Indicators. These indicators were developed to give the campus and the community a better understanding of the extent to which College of the Sequoias is achieving its Mission. These tables analyze institutional performance after one complete academic year has passed since Board adoption. ***(For reference data related to this report, please see Appendix A.)***

<i>Indicator</i>	<i>Analysis at end of 2004 – 2005 Academic Year</i>
Access	<p>Based upon the latest CA Department of Finance, June 2005, ethnic distribution estimates for Kings and Tulare Counties, the comparison between the COS student population and the two-county population indicates that:</p> <p>COS is only slightly below the two-county area total population in percentages of Whites (39.9% versus 42.5%) and Hispanics (43.4% versus 49.9%).</p> <p>COS is slightly above in percentages of American Indians (1.3% versus 0.8%) and Asian/Pacific Islanders (4.2% versus 3.3%).</p>
Successful Course Completion	<p>The most current (May 2005) Partnership for Excellence (PFE) System Performance Data from the Chancellor's Office provides the following <i>successful course completion</i> comparisons:</p> <p><b>Transfer:</b> For 2003-2004, COS' rate of 76.97%, is above the State average of 70.21% and also above the college's 2002-2003 rate of 72.7%.</p> <p><b>Basic Skills:</b> For 2003-2004, COS' rate of 59.86% is below the State average (61.52%) and also below the college's 2002-2003 rate of 63.14%.</p> <p><b>Vocational:</b> For 2003-2004, COS' rate of 83.44% is slightly below the State average (84.09%) but above the college's 2002-2003 rate of 82.98%.</p> <p><b>All Courses:</b> For 2003-2004, COS' rate of 75.82% is well above the State average (69.96%) and also above the college's 2002-2003 rate of 72.39%.</p>
Basic Skills Improvement	<p>The May 2005 PFE data reflects the following <i>basic skills improvement</i> rates for 2003-2004:</p> <p><b>English:</b> COS (34.94%) is well above the State average (27.12%) for 2003-2004 and also above the college's rate of 31.88% for 2002-2003.</p> <p><b>Math:</b> COS (20.09%) is below the State average (27.57%) for 2003-2004 and also below the college's 2002-2003 rate of 22.87%.</p> <p><b>English and Math Combined:</b> COS (26.15%) is only slightly below the State (27.31%) for 2003-2004 and also slightly below the college's 2002-2003 rate of 26.33%.</p>
Degrees and Certificate Completions	<p><b>Degrees:</b> As reported on the Chancellor's Office Data Mart, students earned fewer degrees in 2003-2004 (475 AA and 254 AS degrees</p>

	<p>compared with the 529 AA and 262 AS degrees in 2002-2003).</p> <p><b>Certificates:</b> During the 2003-2004 academic year, COS awarded 238 certificates requiring completion of 18 to 60 units compared with 189 awarded in 2002-2003. A total of 218 certificates requiring fewer than 18 units were awarded in 2003-2004, compared with 203 in 2002-2003.</p> <p><b>Total Awards:</b> A total 1,185 degrees and certificates was awarded in 2003-2004 compared with 1,183 awarded in 2002-2003.</p>
Transfer-prepared	Based upon PFE data, the number of transfer prepared students increased in 2003-2004 (a total of 944 students or 6.3% of the total credit students of 15,085 compared with 911 or 5.3% of the 17,063 total credit students for 2002-2003).
Transfer	<p>PFE data indicates that COS had fewer students transfer to the UC and CSU systems for 2003-2004 than for 2002-2003.</p> <p><b>UC:</b> 22 transfers for 2003-2004 compared with 43 for 2002-2003.</p> <p><b>CSU:</b> 460 transfers for 2003-2004 compared with 505 for 2002-2003.</p>
Workforce Development:	<p>During the 2003-2004, COS students had higher success rates in Advanced (84.5%) and in Introductory Vocational courses (76.3%) than they did in 2002-2003 (81.3% and 72.2% respectively).</p> <p>For 2003-2004 COS' rates were also above the State averages (84.5% versus 81.9% for Advanced and 76.3% versus 75.7% for Introductory courses)</p>
Staff Composition:	<p><b>Ethnicity:</b> The ethnic distributions -- particularly those of Hispanic and White origin -- of faculty, administrators, and classified do not mirror those of the student population.</p> <p>Hispanics comprise only 11.5% of full-time faculty, 9.9% of adjunct faculty, 31.7% of classified, and 23.3% of administrators compared with 42.6% of the student population.</p> <p>Whites comprise 79.0% of full-time faculty, 73.9% of adjunct, 59% of classified and 73.3% of administrators compared with 38% of the students.</p> <p><b>Gender:</b> With regard to gender, males comprise only 40.2% of the student population while males comprise 50.3% of faculty, 57.4% of adjunct, 32.3% of classified, and 70% of administrators.</p>
FTES, WSCH & Load:	<p><b>Fall Semesters:</b> FTES <i>increased</i> from 3997.14 in Fall 2002 to 4061.40 in Fall 2003. Likewise, WSCH increased from 119,914.20 in Fall 2002 to 121,842.00 in Fall 2003. However, the Load (faculty efficiency factor) decreased from 278.5 in Fall 2002 to 252.102 in Fall 2003.</p> <p><b>Spring Semesters:</b> FTES <i>decreased</i> from 3998.09 in Spring 2003 to 3738.09 in Spring 2004. WSCH also decreased from 119,942.69 in Spring 2003 to 112,142.69 in Spring 2004. The Load decreased from 267.202 in Spring 2003 to 258.4 in Spring 2004.</p>

C:Performance Indicator Analysis for 2004-2005 Academic Year

## Institutional and District Influences Influencing the Delivery of Instruction

All planning relies on an analysis not only of internal factors relevant to College of the Sequoias, but also an analysis of external factors affecting the students who attend the College. Among the most important statistical considerations are population projections, the number of students entering the K-12 system, and data related to the economic health of the area. Since the College Mission identifies the development of job skills as one of our primary goals, all planning must consider the types of employment available locally, the current and projected demand for jobs, and the skill levels

needed for entry-level positions. Additionally, community colleges are charged with providing opportunities for citizens to upgrade their skills so that they can advance in their current jobs or move up to better or higher paying jobs. Understanding the local workforce and its requirements is key to planning at College of the Sequoias.

***(For reference data related to this report, please see Appendix B.)***

**Population Growth:** Communities within the COS District have grown dramatically over the past twenty-five years (California Department of Finance). Since 1980, Kings County has grown 96% and Tulare County has grown 67%. Cities within Kings County have experienced a large growth in population (249% for Corcoran and 129% for Hanford) during the past twenty-five years. While growth has not been as dramatic in Tulare County since 1980, the City of Tulare has grown 120% and the surrounding communities (Farmersville, Lindsay, Exeter) have increased by 60-85%.

**K-12 Growth Projections:** According to the California Department of Education, the K-12 enrollments in Tulare County have increased 15% and Kings County have increased 18% from 1993-94 to 2004-05. K-12 enrollments for the City of Tulare and for Hanford each increased by 20% during the same time period. With the 2000 to 2020 projected overall growth of 47% for Tulare County and 42% for Kings County, significant increases in the K-12 systems can also be anticipated.

**COS Growth Projections:** The 2004 Long Range Enrollment and WSCH Forecast from the Chancellor's Office projects the college's enrollment to be 15,711 students by 2015 with the largest percentage greatest increase (11.6%) to occur in 2010. The main Visalia campus facilities will be at maximum capacity with 12,000 students in 2007.

### **Demographics of Kings and Tulare Counties:**

Since 1980, the percentage of Whites decreased in Kings County from 64% to 42% and Hispanics increased from 27% to 44% for 2003. Tulare County experienced a greater reversal with a decrease in Whites from 65% in 1980 to 39% in 2003 and an increase in Hispanics from 30% in 1980 to 54% in 2003. This trend is will escalate based upon California Department of Finance projections to 2050.

According to the U.S. Department of Health & Human Services, approximately 1 out of every 4 individuals in Tulare County is living in poverty and 1 out of 5 in Kings County lives in poverty. The percentages are dramatically higher for youth 0-13 in both Counties. (Of significance is that over 8,000 of 2003-04 COS students received \$13.7 million in financial aid.)

Based upon 2000 Census data, 38% of the Tulare County population 25 years and over do not have a high school diploma (23% of this group have less than a 9<sup>th</sup> grade education). In Kings County, 31% do not have a high school diploma (16% have less than a 9<sup>th</sup> grade education). These percentages are dramatically higher in the outlying communities.

**Labor and Employment:** As reported by EDD Labor Market Information, Kings and Tulare Counties continue to rank among the highest of the 58 California counties in unemployment (Kings ranking 55th with 11.0%

and Tulare ranking 56th with 11.7% unemployment). As with educational attainment levels, outlying agricultural communities consistently have higher unemployment rates; e.g., Cutler – 28%, Orosi – 23%).

Kings County *Jobs by Industry* data from the EDD indicates that the largest sources of employment are Government at 33.5%, Services at 19.4%, and Agriculture at 17.9%. For Kings County the majority of the jobs are with Agriculture (22.5%), Government (21.9%), and Services (21.7%). Kings County occupations with the greatest growth potential include correctional officers/jailers and service personnel. Tulare County occupations with the greatest growth potential include service personnel, registered nurses, and public safety officers.

**Skill Levels of Incoming COS Students:** The majority of first-time students take their placement test in the Spring Semester prior to their enrollment for Fall. According to the COS Assessment Office, 43.9% of the 3,300 students tested in Spring 2004 and planning to attend in Fall 2004 received a Math recommendation of Math 360; an additional 6.9% were advised to see a counselor or to retest. Only 10.6% were

eligible to take transfer-level math. On the Writing test, 10.8% were advised to retest with ESL or to see a counselor; 22.4% placed in English 360, and 35.7% placed in English 1.

When the placement test recommendations were analyzed by COS' major ethnic groups, 28.2% of Whites compared with 47.1% of Hispanics were advised to take Math 360. With regard to transfer-level math, 19.9% of White and 8.8% of Hispanics were directed to this level.

For writing, 12.8% of Whites compared with 30.6% of Hispanics received English 360 recommendations. Fifty-two percent of Whites and 23.2% of Hispanics were eligible for English 1.

For writing, 12.8% of Whites compared with 30.6% of Hispanics received English 360 recommendations. Fifty-two percent of Whites and 23.2% of Hispanics were eligible for English 1.

## Action Plan for Change

The College's Mission focuses on transfer, certificate programs, and developing the basic skills needed to succeed in college. To that end, those programs which help students transfer and are in high demand need to be expanded. Since growth allows increased student access while at the same time maximizing state funding, COS will increase opportunities for students to enroll in the following transfer programs:

- English
- Mathematics
- Science
- Social Sciences
- Physical Education

College of the Sequoias must also increase opportunities for training in the following occupational areas, some of which may ultimately lead to transfer options:

- Police Academy
- Fire Technology
- Nursing
- Administration of Justice/Corrections
- Child Development

College of the Sequoias must increase support opportunities for students to develop basic skills by expanding its programs in:

- College Prep/Basic Skills
- Human Development
- Tutoring

Changing student demographics and occupational opportunities require that the College review all programs and services to maximize its resources. As part of that review, College of the Sequoias will monitor programs and courses where demand is decreasing

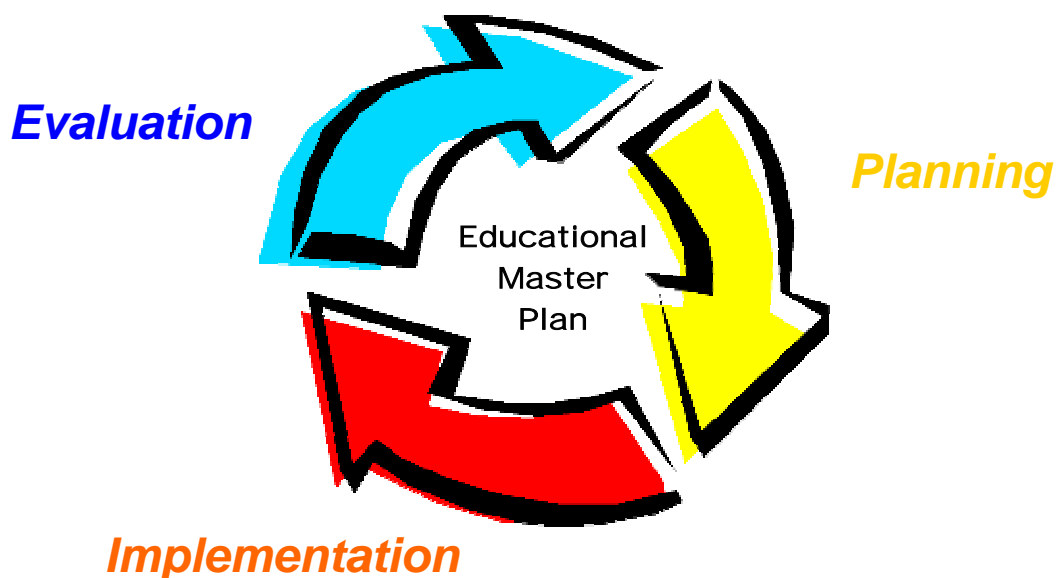
Part of the COS Mission is to be a comprehensive, student-centered community college. Some programs are historically low enrolled. While efforts will be made to expand and strengthen these programs, the College reaffirms their importance as vehicles in reaching out to both students and the community.

The current physical plant in Visalia will not accommodate unlimited growth. Consequently, the District has planned for expansion in both Tulare and Hanford. Land has been purchased in these cities for expansion. The site in Tulare has already been approved for Center status by the Chancellor's office. As the District examines how to fund expansion of these two sites, it must identify resources to support programs in each area.

Several occupational areas and outreach opportunities have the potential to increase student access as well as the ability of COS to advance the economic growth and global competitiveness of businesses within our District. The College must examine growth opportunities in the following areas:

- Paramedic
- Operating Room technician
- Occupational Therapy Assistant
- Medical Assistant
- College Prep
- Sustainable Agriculture
- Distance Education/Online Courses
- Men's Soccer
- Wrestling
- Economic Development
- Community Education

# PLANNING FOR THE FUTURE: What changes are proposed and what resources are needed to bring about those changes?





## Educational Anchor Programs for the Various District Locations

### Visalia

- General Education- AA and Transfer  
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Business  
Business programs will continue to be anchored in Visalia. Some computer and general Business classes will be offered at other District locations, but the Division will remain headquartered in Visalia. Resource implications include not only facilities and staff, but significant investment in equipment.
- Child Development/ Consumer Family Studies (CDC in Visalia)  
The field of child development is one of the fastest growing in the area. While some Child Development, Nutrition, and Consumer/Family Studies classes will be offered at other sites, the lab classes will remain in Visalia. For instance, those classes which require that students work in the Child Development Center as part of their lab experience will remain in Visalia. Likewise, the Foods Lab will stay in Visalia. Resource implications include not only facilities and staff, but also specialized equipment.
- Nursing  
Demand for nurses has increased dramatically throughout the state. The District has formed many partnerships with local health care providers to facilitate the recruitment and training of nurses. While nursing and other health science classes may be offered at other District locations, the program will be headquartered in Visalia.
- Sports (six men's and six women's sports)  
The current Athletic program in Visalia will continue. The decrease of open, green space on the Visalia campus, however, will create the need to move additional sports to Tulare. Resource implications include not only facilities and staff, but also specialized equipment.
- Fine Arts  
The drama, theater, music, and fine arts program will remain in Visalia where current facilities accommodate these offerings. Resource implications include not only facilities and staff, but also some specialized equipment.

### Tulare

- General Education  
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Agriculture Program/Welding  
The Agriculture program will be the anchor for the new Tulare campus. Related courses from the Industry and Technology Division will be transferred to Tulare so students can access instruction for certificates and degrees. The resource implications are particularly significant with regard to facilities and specialized equipment, as well as staff.
- Automotive Technology  
The Automotive Technology program is currently housed in outdated facilities on the Visalia campus. Since there is on-going demand for training in this area, the program will be moved to Tulare where state of the art facilities will be built and the specialized equipment which is needed for instruction will be located.
- Architecture  
The Architecture program is currently located in Visalia. It has potential for growth. Since there is interaction with other vocational training programs, Architecture offerings will be moved to Tulare also. Resource implications include not only facilities and staff, but also specialized equipment.
- Construction Technology

As the Tulare campus evolves, it will become home to major vocational offerings. Since both the housing and commercial markets are expanding rapidly throughout the District, there is a great demand for students with construction skills. For many years, students built a new home each year on the COS campus. Once the home was sold, it was moved to its permanent location. In recent years, however, the homes have been constructed on their actual homesite. Therefore, resource implications are primarily for staff.

- Sports (four men's and four women's sports)  
The size of the Tulare campus allows for the expansion of sports opportunities.

### **Hanford**

- General Education  
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Public Safety Training (Police, Fire, Corrections)  
The Police Academy is currently located in Visalia. While classroom instruction takes place primarily on campus, the Academy is forced to go off campus for specialized training. This is inefficient and costly in terms of lost time and financial resources. The Police Academy will be consolidated in state of the art facilities in Hanford. The Fire Academy currently offers the bulk of its classes at various sites in Hanford. Consolidating police and fire academies into a Public Safety training center in Hanford will attract recruits from throughout the area at a facility designed specifically to meet their needs. Resource implications include not only facilities and staff, but also specialized equipment.
- Administration of Justice  
Because the Administration of Justice program is so closely related to Public Safety training, it will be headquartered in Hanford. Resource implications include primarily facilities and staff. Many of these courses fit under the category of General Education also; therefore, they may be offered at all District sites.
- Industrial Maintenance Technology  
The need for vocational training in Maintenance Technology is strong throughout the District. This program will form the anchor for vocational training opportunities at the Hanford Center in Kings County.

# Five Year Construction Plan, Energy Plan

## MASTER PLAN SUMMARY

### STATEMENT OF DISTRICT EDUCATION PLANS

College of the Sequoias was established in 1926 as Visalia Junior College. Over the years, several high school districts voted to join the Sequoias Community College District which now serves portions of Kings, Tulare and Fresno Counties, an area of over 3,000 square miles in the heart of the San Joaquin Valley.

Classes were originally housed in the Visalia Union High School until the fall of 1940 when the college moved to the present campus. At that time, the campus was in a rural area southwest of the town of Visalia. The current campus is located on approximately 62 acres of land and is guarded by one of the busiest streets in Visalia.

In 2002, the District created a new Strategic Plan, which includes the Educational Plan. In 2003, the process to create an updated Facilities Master Plan began. Input was solicited from every division within the District, Presidents Cabinet, the community at large and the Board of Trustees. A draft plan was completed in late 2003 and a local bond measure was placed on the March 2004 ballot. The bond measure would have provided the necessary funding to fulfill the plan. Unfortunately Measure "N" failed and so a new draft facilities plan is currently being created.

The current draft Master Plan caps the Visalia campus enrollment to at 12,000 students and pushes increasing enrollments to off campus sites in Tulare and Hanford. The two Centers will

serve the populations in both Tulare and Kings County. Therefore, the Visalia campus will concentrate on modernizing its current facilities instead of increasing the capacity of the site.

Most of the district's growth is projected to occur in the south region of Tulare County, so the District is placing a strong emphasis on growth at the Tulare site. The site for the Tulare Center has been identified and acquired. The moving of the 16 acre farm in Visalia to a larger facility will allow for the expansion of the Agricultural curriculum and provide general education courses and other comprehensive services to meet the complete academic needs of students. The state Chancellors Office has given official "Center Status" for the site in Tulare and a Final Project Proposal (FPP) will be submitted in 2005. This site is master planned to accommodate 1,300 students when opened and 10,000 students in 2040.

The Sequoias Community College District currently has a significant presence in a rented facility in Hanford. A comprehensive curriculum and a complete array of student services are offered at this site throughout the entire academic year. The COS Center in Hanford generates several hundred FTES annually. Efforts are being made to design a Hanford Educational Center that will serve several hundred FTES. The College of the Sequoias, the Hanford Joint Union High School District and the City of Hanford have jointly purchased a site in Hanford and an Environmental Impact Report (EIR) was completed in 2003.

## Sequoias Community College District Energy Plan

### Philosophy

The Sequoias Community College District believes that energy conservation is of the utmost importance. The District is committed to continuously searching for alternatives to reduce its energy usage in existing facilities and implementing the latest technologies on new construction projects.

### Recent History

All existing District owned facilities have endured energy audits to identify areas where potential energy savings can be obtained. Energy conservation measures have been taken to reduce energy usage when it is proven to be cost-effective and does not negatively affect student learning.

### Future Plans

With any new construction, latest energy technologies will be evaluated and all cost

effective energy technologies will be implemented.

Each new District building will be connected to the College of the Sequoias computerized energy management system (EMS).

In new buildings, utilizing items such as daylighting, cool roofs and HVAC economizers in the initial construction will gain energy efficiencies.

The potential for a central plant will be evaluated at the COS Visalia campus, the Tulare Center and the Hanford Center. If any prove to be cost-effective, design processes will begin.

Beyond the energy conservation measures outlined above, additional energy savings will come in small increments from increased operational efficiencies.

No.	Project	Occupancy	Source	Schedule of Funds						
				2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
	ASF	Total Cost								
1	Multi-Media Learning Center		College of the Sequoias							
0		2004/2005								
		\$14,971,000	State							
2	Renovation of Bldg.8 [Old Library]		College of the Sequoias							
6,332		2005/2006								
		\$3,621,000	NonState							
3	Reconstruction of Building 27 (Old Libr		College of the Sequoias							
-1,245		2005/2006								
		\$2,534,000	State							
		\$255,000	NonState							
4	Science Center		College of the Sequoias							
4,059		2006/2007								
		\$11,447,000	State							
5	P.E.& Disabled Prog. Facility		College of the Sequoias							
27,692		2006/2007								
		\$7,081,000	State							
		\$90,000	NonState							
6	Nursing and Allied Health Center		College of the Sequoias							
11,820		2009/2010			(P)(W)	(C)(E)				
		\$5,581,000	State		\$514,000	\$5,067,000				
7	Administration Bldg. Remodel for Effici		College of the Sequoias							
186		2009/2010				(P)(W)	(C)(E)			
		\$3,304,000	State			\$325,000	\$2,979,000			
8	Tulare Ctr. for Agriculture Science and		Tulare Center							
53,054		2011/2012				(P)	(W)	(C)	(E)	
		\$36,280,000	State			\$1,130,000	\$1,527,000	\$30,431,000	\$3,192,000	
9	Tulare Center Parking and Infrastructu		Tulare Center							
2,313		2011/2012				(P)	(W)	(C)(E)		
		\$3,016,000	NonState			\$128,000	\$107,000	\$2,781,000		
10	Business Building Remodel for Efficien		College of the Sequoias							
		2010/2011					(P)(W)	(C)(E)		
		\$8,560,000	State				\$784,000	\$7,776,000		
11	Hanford Educational Center		College of the Sequoias							
10,611		2011/2012					(P)(W)	(C)	(E)	
		\$15,089,000	NonState				\$1,098,000	\$11,879,000	\$2,112,000	

## Appendix A

### Performance Indicators: Analysis at end of 2004-2005 Academic Year

#### Access

Ethnicity	Tulare County 2003 - 394,771		Kings County 2003 - 139,492		Tulare/Kings Total 2003 - 534,263		College of Sequoias Fall 2003 - 10,284	
	Number	Percent	Number	Percent	Number	Percent	Number**	Percent**
Amer.Indian	3,332	0.8%	1,415	1.0%	4,747	0.8%	131	1.3%
Asian/Pac.Is.	13,095	3.3%	4,458	3.2%	17,553	3.3%	435	4.2%
Black	5,631	1.4%	11,439	8.2%	17,070	3.2%	374	3.6%
Caucasian	167,895	42.5%	59,204	42.4%	227,099	42.5%	4,103	39.9%
Hispanic	200,379	50.8%	60,876	43.6%	261,255	48.9%	4,460	43.4%

ea:access

Sources: CA Department of Finance - Race/Ethnicity Estimates - August 2005

COS Statistical Data for Fall 2003

\*\*Not all categories represented so columns will not total 100%.

#### Successful Course Completions

Year	Transfer Courses		Basic Skills Courses		Vocational Ed Courses		All Courses	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1998-99	70.00%	69.08%	50.75%	58.65%	77.15%	78.82%	68.12%	68.40%
1999-00	70.54%	68.69%	50.92%	58.20%	79.82%	78.65%	69.19%	67.87%
2000-01	70.95%	69.17%	55.93%	58.41%	80.14%	80.16%	70.00%	68.63%
2001-02	71.53%	69.51%	56.46%	59.24%	84.67%	82.18%	70.95%	69.30%
2002-03	72.70%	70.48%	63.14%	62.03%	82.98%	83.97%	72.39%	70.38%
2003-04	76.97%	70.21%	59.86%	61.52%	83.44%	84.09%	75.82%	69.96%

#### Basic Skills Improvement

(Successful in Sequential Class in Same Discipline)

Cohort Year Reviewed	English Basic Skills		Math Basic Skills		Total of Math & English	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1996-97 in 1998-99	26.71%	25.75%	21.70%	23.37%	23.62%	24.80%
1997-98 in 1999-00	28.36%	25.47%	21.50%	23.68%	24.04%	24.75%
1998-99 in 2000-01	25.02%	25.44%	19.22%	23.88%	21.47%	24.81%
1999-00 in 2001-02	28.80%	25.10%	22.53%	24.47%	24.80%	24.84%
2000-01 in 2002-03	31.88%	26.47%	22.87%	26.26%	26.33%	28.38%
2001-02 in 2003-04	34.94%	27.12%	20.09%	27.57%	26.15%	27.31%

#### Degrees & Certificate Completions

Year	Degrees	Certificates*	Total Degrees & Certificates
1995-96	638	469	1107
1996-97	678	416	1094
1997-98	696	255	951
1998-99	734	302	1036
1999-00	731	348	1079
2000-01	739	457	1196
2001-02	714	440	1154
2002-03	791	392	1183
2003-04	729	456	1185

\*includes all certificates requiring from 1 to 60 units

## Transfer Prepared

Year	Transfer Prepared	Total Credit Students	Percent of Total Credit
1997-98	848	14056	6.0%
1998-99	882	14699	6.0%
1999-00	699	14842	4.7%
2000-01	790	14822	5.3%
2001-02	907	16388	5.5%
2002-03	911	17063	5.3%
2003-04	944	15,085	6.3%

## Transfers to UC & CSU

Year	UC System	CSU System	Total UC/CSU
1995-96	44	469	513
1996-97	37	452	489
1997-98	30	432	462
1998-99	36	475	511
1999-00	46	519	565
2000-01	40	494	534
2001-02	42	488	530
2002-03	43	505	548
2003-04	22	460	488

## Workforce Development: Successful Course Completions

Year	Advanced Courses		Introductory Courses		All Vocational Courses	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1998-99	78.01%	79.76%	70.55%	73.29%	72.07%	75.02%
1999-00	78.67%	78.73%	70.74%	72.64%	72.47%	74.28%
2000-01	76.75%	78.44%	71.03%	73.06%	72.40%	74.55%
2001-02	78.03%	79.80%	72.19%	74.53%	73.72%	75.91%
2002-03	81.34%	81.09%	72.17%	75.78%	76.54%	77.13%
2003-04	84.51%	81.87%	76.28%	75.72%	78.74%	77.26%

## Demographics of Students, Faculty (FT & PT) and Staff - Fall 2004

Category	Students		Full-Time Faculty		Adjunct Faculty		Classified		Administrators	
	Total: 10,616	Percent	Total: 157	Percent	Total: 284	Percent	Total: 161	Percent	Total: 30	Percent
American Indian	138	1.3%	2	1.3%	2	0.7%	6	3.7%	0	0.0%
Asian/Pacific Islander	637	6.0%	5	3.2%	5	1.8%	9	5.6%	0	0.0%
Black	382	3.6%	8	5.1%	1	0.4%	0	0.0%	1	3.3%
Hispanic	4,523	42.6%	18	11.5%	28	9.9%	51	31.7%	7	23.3%
White	4,034	38.0%	124	79.0%	210	73.9%	95	59.0%	22	73.3%
Other/Unknown	902	8.5%	0	0.0%	38	13.4%	0	0.0%	0	0.0%
Men	4,268	40.2%	79	50.3%	163	57.4%	52	32.3%	21	70.0%
Women	6,348	59.8%	78	49.7%	121	42.6%	109	67.7%	9	30.0%

Source: IPEDS data for 2004-05 and COS student statistical data for Fall 2004

c: compendium:demographics - students, faculty

## FTES, WSCH & Load

	Comparison of Fall Semesters		Comparison of Spring Semesters	
	Fall 2002	Fall 2003	Spring 2003	Spring 2004
FTES	3997.14	4061.4	3998.09	3738.09
WSCH	119,914.20	121,842.00	119,942.69	112,142.69
Load	278.5	252.102	267.202	258.4

Source: Computer Services/Administrative Services/Academic Services



## Appendix B

### Population: California, Kings & Tulare Counties & Cities 1980, 1990, 2000\*, 2002, 2004 and 2005

County/City	1980 Population	1990 Population	2000* Population	2002 Population	2004 Population	2005 Population	% Change 1980-2005
<b>California</b>	<b>23,667,902</b>	<b>29,385,000</b>	<b>33,873,086</b>	<b>35,049,000</b>	<b>36,144,000</b>	<b>36,810,358</b>	<b>56%</b>
<b>Kings County</b>	<b>73,738</b>	<b>101,469</b>	<b>129,461</b>	<b>134,300</b>	<b>141,400</b>	<b>144,732</b>	<b>96%</b>
Avenal	4,137	9,575	14,674	14,900	16,200	16,187	291%
Corcoran	6,454	13,400	20,843	21,250	22,150	22,528	249%
Hanford	20,958	30,600	41,686	44,000	46,300	48,070	129%
Lemoore	8,832	14,100	19,712	20,850	21,900	22,508	155%
Unincorp.	33,357	33,794	32,546	33,250	34,850	35,439	6%
<b>Tulare County</b>	<b>245,738</b>	<b>311,921</b>	<b>368,021</b>	<b>379,700</b>	<b>396,800</b>	<b>409,871</b>	<b>67%</b>
Dinuba	9,907	12,743	16,844	17,500	18,600	19,297	95%
Exeter	5,606	7,276	9,168	9,475	9,900	10,357	85%
Farmersville	5,544	6,235	8,737	9,025	9,775	10,240	85%
Lindsay	6,924	8,338	10,297	10,400	10,700	11,031	59%
Porterville	19,707	29,563	39,615	41,050	43,150	44,496	126%
Tulare	22,526	33,249	43,994	45,350	47,700	49,477	120%
Visalia	49,729	75,636	91,565	96,200	102,700	107,550	116%
Woodlake	4,343	5,678	6,651	6,850	7,000	7,189	66%
Unincorp.	121,452	133,203	144,300	143,800	147,300	150,234	24%

\*Reflects 2000 Census data

Source: CA Department of Finance - Population Estimates for Cities, Counties and State - January 2005

u:popchg

College of the Sequoias  
 Long Range Enrollment and WSCH Forecast

	CCC Data						COS Data (Actual)			
	Enrollment Actual	WSCH		Enrollment Forecast	WSCH		Fall Enrollments		Fall WSCH	
		Actual	% Chg.		Forecast	% Chg.	1st Census	% Chg.	WSCH	% Chg.
1973	5906									
1974	6592	75800								
1975	7368	82889	9.4%							
1976	7207	82471	-0.5%							
1977	7387	81281	-1.4%							
1978	7122	78007	-4.0%							
1979	7157	80520	3.2%							
1980	7500	87183	8.3%				7556			
1981	7637	85985	-1.4%				7625	0.9%		
1982	7326	84410	-1.8%				7372	-3.3%		
1983	7254	76786	-9.0%				7288	-1.1%		
1984	7237	79495	3.5%				7241	-0.6%		
1985	7810	82198	3.4%				7587	4.8%		
1986	8033	82480	0.3%				7909	4.2%		
1987	8383	89133	8.1%				8300	4.9%		
1988	8445	89309	0.2%				8449	1.8%		
1989	8530	94837	6.2%				8525	0.9%		
1990	9662	96077	1.3%				9086	6.6%		
1991	9323	97258	1.2%				9289	2.2%		
1992	9533	99564	2.4%				9499	2.3%		
1993	8626	98506	-1.1%				9587	0.9%		
1994	8808	99564	1.1%				8771	-8.5%		
1995	8663	98280	-1.3%				8721	-0.6%		
1996	8807	105275	7.1%				8729	0.1%		
1997	9816	111258	5.7%				9552	9.4%		
1998	10369	115633	3.9%				9811	2.7%		
1999	10437	114379	-1.1%				9954	1.5%	117830	
2000	10312	113350	-0.9%				9993	0.4%	116535	-1.1%
2001	11556	119325	5.3%				10780	7.9%	123128	5.7%
2002	11820	121581	1.9%				10693	-0.8%	121868	-1.0%
2003				11989	123323	1.4%	10284	-3.8%	122017	0.1%
2004				11383	117089	-5.1%	10559	2.7%	118994	-2.5%
2005				11650	119837	2.3%				
2006				11915	122561	2.3%				
2007				12197	125462	2.4%				
2008				12444	128004	2.0%				
2009				14343	147537	15.3%				
2010				14604	150217	1.8%				
2011				14885	153112	1.9%				
2012				15131	155636	1.6%				
2013				15359	157980	1.5%				
2014				15563	160086	1.3%				
2015				15711	161602	0.9%				

Source: CCC Long Range Enrollment and WSCH Forecast, 2003  
 COS Final FTES Projections from Emma Lee and Enrollments from Statistical Data Reports  
 c:Long Range Enrollment and WSCH Forecast 2003

## Selected Demographics - CA, Kings & Tulare Counties & Communities 2000 Census

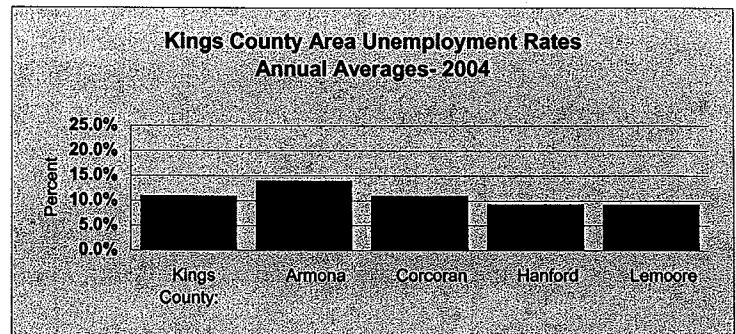
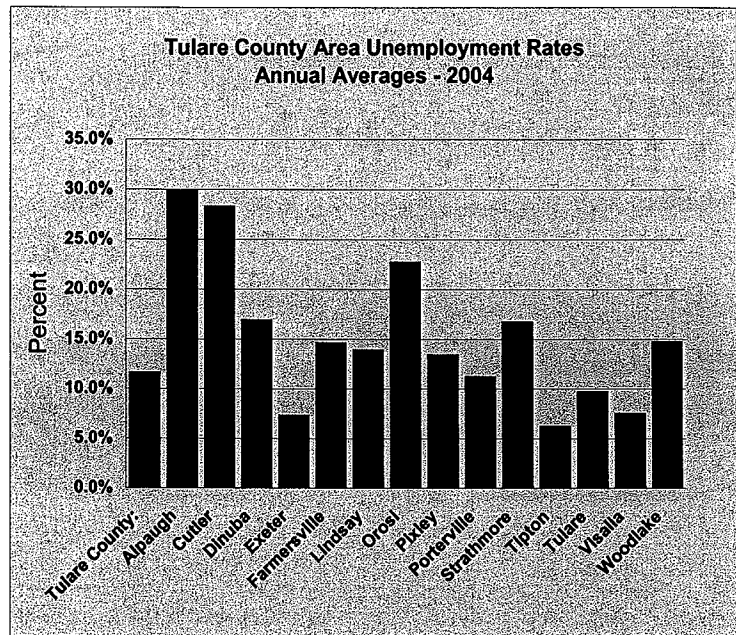
Selected Demographics								
County & Communities	Population	Less than 9th Grade Education	Median Age - Years	Hispanic or Latino	English Language Only	% Household Income < \$25,000	Median Household Income	Families with Poverty Status
California	33.9 Million	11.5%	33.3	32.4%	60.5%	25.5%	\$47,493	10.6%
Kings County	129,461	15.7%	30.2	43.6%	63.3%	33.9%	\$35,749	15.8%
Tulare County	368,021	23.0%	29.2	50.8%	56.2%	36.6%	\$33,983	26.6%
Corcoran	14,458	16.7%	30.7	59.6%	54.0%	40.5%	\$30,783	23.4%
Dinuba	16,844	31.9%	25.9	75.1%	37.4%	38%	\$33,345	21.1%
Exeter	9,168	14.9%	30.1	38.3%	70.4%	36.3%	\$33,738	14.2%
Farmersville	8,737	38.2%	24.3	72.0%	40.8%	44.0%	\$27,682	23.6%
Hanford	41,686	12.3%	30.9	38.7%	71.7%	32.8%	\$37,582	14.2%
Lemoore	19,712	10.1%	27.8	30.5%	71.1%	28.2%	\$40,314	11.4%
Lindsay	10,297	44.0%	25.4	78.0%	31.9%	51.4%	\$24,305	33.3%
Orosi	7,318	49.3%	25.5	82.0%	18.9%	42.2%	\$30,400	25.2%
Porterville	39,615	22.3%	28.6	49.4%	56.7%	39.7%	\$32,046	20.3%
Strathmore	2,584	35.0%	24.3	68.5%	44.0%	49.7%	\$25,156	24.2%
Three Rivers	2,248	2.8%	47.1	6.6%	93.9%	31.4%	\$42,727	7.5%
Tulare	43,994	18.8%	28.5	45.6%	62.6%	36.4%	\$33,637	16.9%
Visalia	91,565	11.2%	31.7	35.6%	70.9%	28.6%	\$41,349	12.9%
Woodlake	6,651	45.2%	25.3	83.8%	27.4%	53.1%	\$23,653	33.0%

Source: 2000 Census

u:district demographics

# Kings and Tulare Counties: Unemployment Rates for Sub-County Areas 2004\* Benchmark - Annual Averages

County/City	Unemployment Rates 2004
US	5.5%
CA	6.2%
<b>Tulare County:</b>	<b>11.7%</b>
Alpaugh	29.9%
Cutler	28.4%
Dinuba	17.0%
Exeter	7.4%
Farmersville	14.7%
Lindsay	14.0%
Orosi	22.8%
Pixley	13.5%
Porterville	11.3%
Strathmore	16.8%
Tipton	6.3%
Tulare	9.8%
Visalia	7.6%
Woodlake	14.8%
<b>Kings County:</b>	<b>11.0%</b>
Armona	14.0%
Corcoran	11.0%
Hanford	9.3%
Lemoore	9.2%



Source: EDD Labor Market Information - 1/2005

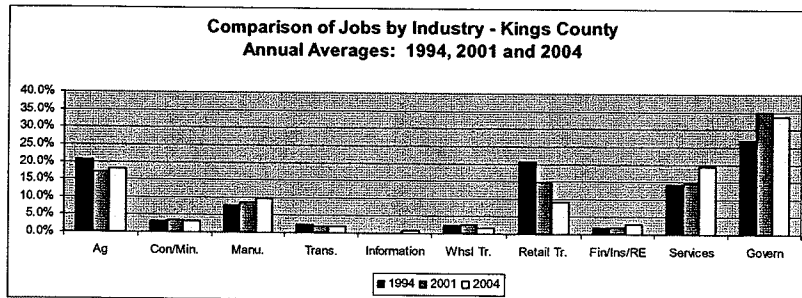
u: unemp

\*Method of calculation changed in 2004

## Jobs by Industry - Kings County Annual Averages – 1994 through 2004

Industry	% Jobs 1994	% Jobs 1995	% Jobs 1996	% Jobs 1997	% Jobs 1998	% Jobs 1999	% Jobs 2000	% Jobs 2001	% Jobs 2002	% Jobs 2003	% Jobs 2004
Number of Jobs	31,020	33,140	32,110	36,160	35,880	34,950	37,710	38,100	38,700	39,700	40,300
Agriculture	20.6	22.6	21.0	25.9	21.5	17.3	20.3	17.2	18.1	18.4	17.9
Constr./Mining	3.1	2.7	2.7	2.5	2.6	3.1	2.9	3.4	3.1	3.3	3.2
Manufacturing	7.7	10.0	8.5	9.9	9.9	8.5	9.0	8.7	9.0	8.8	9.7
Transp./Pub.Util.	2.5	2.8	2.8	2.1	2.4	2.7	2.1	1.9	1.6	1.5	1.8
Information										0.8	0.7
Wholesale Trade	2.4	2.7	2.7	2.6	2.9	2.9	2.7	2.6	1.8	1.8	1.7
Retail Trade*	20.7	16.6	16.9	15.3	15.7	15.9	14.5	14.7	9.0	8.8	9.2
Finance/Ins./RE	1.9	2.0	2.1	1.8	1.9	2.1	1.9	2.0	3.4	3.3	3.0
Services*	14.2	13.6	14.3	13.3	13.9	15.2	13.6	14.6	19.4	19.6	19.4
Government	26.9	27.1	29.1	26.6	29.2	32.4	32.9	34.9	34.6	33.8	33.5

\*Note: Change in reporting of Retail Trade and Services beginning 2002



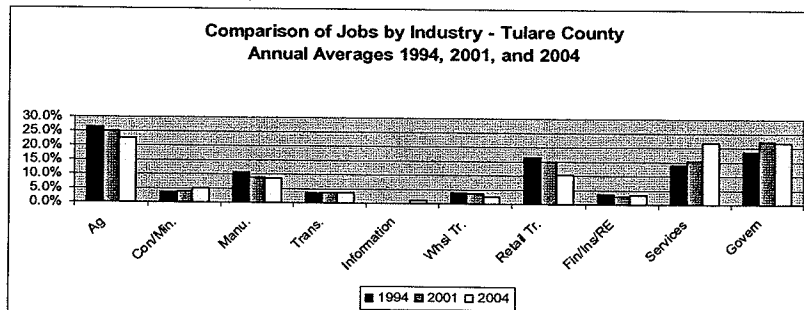
Source: EDD Labor Market Information 1/2005

## Jobs by Industry - Tulare County Annual Averages – 1994 through 2004

Industry	% Jobs 1994	% Jobs 1995*	% Jobs 1996	% Jobs 1997	% Jobs 1998	% Jobs 1999	% Jobs 2000	% Jobs 2001	% Jobs 2002	% Jobs 2003	% Jobs 2004
Number of Jobs	115,600	117,300	118,600	124,500	126,800	132,200	133,100	133,600	136,300	135,700	133,900
Agriculture	26.3	25.5	28.4	27.7	27.2	26.6	26.5	24.9	24.7	24.2	22.5
Constr./Mining	3.5	3.3	3.2	3.1	3.2	3.9	3.8	4.0	4.1	4.4	4.9
Manufacturing	10.6	10.3	9.4	9.6	9.4	9.4	9.2	8.9	8.3	8.3	8.4
Transp./Pub.Util.	3.4	3.5	3.5	3.3	3.3	3.4	3.5	3.5	3.7	3.8	3.7
Information										0.8	0.9
Wholesale Trade	4.0	3.7	3.9	3.8	3.7	3.8	3.5	3.5	2.6	2.5	2.6
Retail Trade*	16.4	16.2	15.3	15.7	15.4	15.1	15.0	15.0	10.5	9.8	10.2
Finance/Ins./RE	3.4	3.0	2.6	2.7	2.8	3.0	2.8	3.0	3.3	3.2	3.2
Services*	14.0	14.7	14.4	14.2	14.9	14.1	14.7	15.2	21.1	21.6	21.7
Government	18.4	19.8	19.4	19.9	20.1	20.7	21.3	22.0	21.7	21.4	21.9

\*Note: Change in reporting of Retail Trade and Services beginning 2002.

Source: EDD -Tulare County Labor Market Information - 1/2005



# Placement Test Recommendations by Major Ethnic Groups

Spring 2003 (3,370 tested)

Spring 2004 (3,315 tested)

	Spring 2003						Spring 2004					
	White		Hispanic		ALL Students		White		Hispanic		ALL Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Math</b>												
Further Testing	67	5.7%	160	9.9%	274	8.1%	19	2.4%	45	3.8%	230	6.9%
Math 360	407	34.5%	833	51.5%	1,497	44.4%	227	28.2%	551	47.1%	1,456	43.9%
Math 200	343	29.1%	389	24.1%	904	26.8%	252	31.3%	342	29.2%	904	27.3%
Math 230	187	15.9%	130	8.0%	368	10.9%	147	18.3%	129	11.0%	375	11.3%
Higher Math	175	14.8%	105	6.5%	327	9.7%	160	19.9%	103	8.8%	350	10.6%
<b>Total</b>	<b>1,179</b>	<b>100.0%</b>	<b>1,617</b>	<b>100.0%</b>	<b>3,370</b>	<b>100.0%</b>	<b>805</b>	<b>100.0%</b>	<b>1,170</b>	<b>100.0%</b>	<b>3,315</b>	<b>100.0%</b>
<b>English (Writing)</b>												
See Coun./ESL Test	32	2.8%	250	15.6%	364	10.9%	33	4.1%	172	14.7%	357	10.8%
English 360	150	13.1%	460	28.7%	753	22.5%	103	12.8%	357	30.6%	737	22.4%
English 251	361	31.4%	552	34.5%	1,093	32.6%	250	31.1%	367	31.4%	1,023	31.1%
English 1	606	52.7%	340	21.2%	1,144	34.1%	419	52.0%	271	23.2%	1,174	35.7%
<b>Total</b>	<b>1,149</b>	<b>100.0%</b>	<b>1,602</b>	<b>100.0%</b>	<b>3,354</b>	<b>100.0%</b>	<b>805</b>	<b>100.0%</b>	<b>1,167</b>	<b>100.0%</b>	<b>3,291</b>	<b>100.0%</b>
<b>English (Reading)</b>												
See Coun./ESL Test	32	2.8%	250	15.6%	364	10.9%	36	4.5%	179	15.3%	385	11.7%
English 265	128	11.1%	283	17.7%	501	14.9%	116	14.4%	223	19.1%	508	15.4%
English 360	126	11.0%	404	25.2%	659	19.6%	100	12.4%	350	30.0%	709	21.5%
No Reading Necessary	863	75.1%	665	41.5%	1,830	54.6%	553	68.7%	415	35.6%	1,689	51.3%
<b>Total</b>	<b>1,149</b>	<b>100.0%</b>	<b>1,602</b>	<b>100.0%</b>	<b>3,354</b>	<b>100.0%</b>	<b>805</b>	<b>100.0%</b>	<b>1,167</b>	<b>100.0%</b>	<b>3,291</b>	<b>100.0%</b>

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# Master Agreement

Between

College of the Sequoias  
Community College District  
915 S. Mooney Blvd.  
Visalia, California 93277-2214

and

College of the Sequoias  
Teachers Association  
COSTA

Academic Years:  
2007-2008, 2008-2009,  
2009-2010



TA signed: April 2008  
Board Approved: April 2008





for a full-time assignment. If the 75 CWEE student load is not met, then vocational program counseling will be proportionately assigned to complete the load.

- 8.2.8 Individual study shall count as one (1) LHE of an instructor's workload for every twenty-four (24) students enrolled in a one-unit course, or eight (8) students enrolled in one (1) three-unit course.
- 8.2.9 If counseling faculty teach a class as a function of their full-time position, the District will allow one (1) hour of "preparation time" for every hour of class per week.

**8.2.10 Instruction in Distance Education Format**

The provisions of this subsection will be reviewed by both the District and COSTA after a period of not more than two years. Administrative Procedure 4023 designed to carry out the District duties specified in this subsection will be published by the District.

**8.2.10.1 Qualifications to Teach in Online Mode**

The following provisions describe how faculty are recognized and qualified to teach in online mode. Note that becoming qualified to teach online does not require a faculty member to accept assignment to teach a course online.

8.2.10.1.1 Faculty members will be deemed qualified to teach a course in online mode (or a session of a course if a hybrid) if one of the following criteria are met:

- The faculty member has successfully completed a course or series of courses in online pedagogy approved by the District. A faculty member may present evidence of equivalent training for approval by the District.
- The faculty member has successfully completed the training in online teaching provided by the District.
- The faculty member has taught an online course within the three year period prior to requesting such an assignment.

The decision by the District regarding the qualifications of a faculty member to teach online is subject to the grievance provisions of this Agreement.

- 8.2.10.2 Compensation for Developing Course Material in Distance Education Format -- For either a new course or an existing course, a faculty member may propose to develop material for



delivery online or in any one of other the state-recognized distance education formats not already in existence for a particular course at COS. Upon approval of such a proposal, the faculty member will be given a one semester base load reassignment of 20% provided that more than 50% of the hours of instruction of the course are to be delivered via distance education. The faculty member may request the compensation as a stipend instead of reassigned time, such compensation to be the net dollar equivalent of the District cost for the reassigned time.



8.2.10.3 Office Hour Obligation Met Via Electronic Communication  
All courses offered in distance education format will meet the standard of “regular effective contact between the instructor and student” as stated in Title 5 Section 55024. This standard shall be met upon approval of the method and frequency of such contact by the Distance Education Committee and the Curriculum Committee. When such approved contact specifies a method involving electronic communication, an instructor teaching a section of the course in the approved distance education mode may hold office hours using the specified method of regular effective contact. The number of such office hours shall be consistent with the provisions of section 8.2.4. The method and frequency of contact shall be stated in the course syllabus.

8.2.10.4 If a concern should arise pertaining to this subsection, the District and/or Association reserve(s) the right to renegotiate all or part of this subsection (8.2.10). Upon written notice to the other party, negotiations will commence in a timely manner, to resolve the concern.

8.3 Overload compensation will be paid for any assignment in excess of fifteen (15) LHE, unless the excess is to accommodate thirty (30) LHE when both semesters of the academic year are taken into consideration. Faculty on a partial contract will be paid overload compensation for any assignment in excess of that dictated by the percentage of his or her contract. Overload compensation will be calculated as shown in Appendix C2 on the Faculty Schedule Verification, Workload and Payroll Form. Overload compensation calculations will be, in sequence, as follows:

- LHE of Activity Overload /  $0.7 \times 17.5 \times \text{Activity Hourly Rate}$  Plus
- LHE of Lab Overload /  $0.75 \times 17.5 \times \text{Lab Hourly Rate}$  Plus
- LHE of Lecture Overload /  $1 \times 17.5 \times \text{Lecture Hourly Rate}$

# AUGUST 2010 FLEX CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 	2	3	4	5	6	7
8	9 9:10 – 10:00 LRC 203 Getting Started with Bb 10:10 – 11:00 LRC 203 Bb Gradebook 11:10 – 12:00 LRC 203 Discussions and Tools	10 9:10 – 10:00 LRC 203 Getting Started with Bb 10:10 – 11:00 LRC 203 Gradebook 11:10 – 12:00 LRC 203 Discussions and Tools	11 Academic Senate Retreat 9:00-3:00	12 8:00 – 4:00 LRC Summer Institute for Teaching and Learning 5:00 – 7:00 PM New Faculty Orientation	13 Convocation Mandatory morning activities *Convocation Day activities: see below	14
15	16	17	18	19	20	21
No workshops this week. Classes begin.						
22	23 12:10-1:00 LRC 203 Getting Started with Bb	24 12:10-1:00 LRC 203 Bb Gradebook	25 12:10-1:00 LRC 203 Bb Gradebook	26 12:10-1:00 LRC 203 Getting Started with Bb	27	28 
29	30 12:10-1:00 LRC 210 FLEX Essentials for Full-time Faculty	31 12:10-1:00 LRC 210 FLEX Essentials for Full-time Faculty	FLEX credit offered for all trainings listed. FLEX credit cannot be earned during regularly scheduled instruction time. Custom blackboard training is available. Please contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a> .			

\*Friday, August 13<sup>th</sup> Convocation Day activities include many workshops for which FLEX credit is offered. Please refer to the brochure sent by Dr. Scroggins in his annual welcome letter.




# September 2010 FLEX Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Flex credit offered for all trainings listed. Flex credit cannot be earned during regularly scheduled instruction time.			<b>1</b> 12:10-1:00 TLC Copyright  5:10-6:00 PM Getting Started Blackboard, LRC 203	<b>2</b> 12:10-1:00 PM Blackboard Gradebook, LRC 203	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> Labor Day Holiday – campus closed	<b>7</b> 12:10-1:00 Blackboard Tools, LRC 203 5:10-6:00 PM Blackboard Tools, LRC 203	<b>8</b> 12:10-1:00 TLC Faculty as researcher	<b>9</b> 12:10-1:00 TLC Talking about teaching open forum	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b> 12:10-1:00 Rm 1 Giant Conversations: Dr. Scroggins & Christian Anderson 4:00-5:30 Great Books Kern 727B 5:10-6:00PM Bb Tools, LRC 203	<b>14</b> 12:10- 1:00 TLC Talking about teaching: open forum	<b>15</b> On Course I 12:10-1:00 Blackboard Tests, LRC 203 2:10-3:00 TLC Mental health services for students 5:10-6:00 Blackboard Tests, LRC 203	<b>16</b> On Course I  12:10-1:00 TLC Faculty as researcher	<b>17</b> On Course I	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b> 12:10-1:00 TLC Copy right workshop  5:10-6:00 Talking about teaching open forum, LRC 210	<b>22</b> 12:10-1:00 TLC Talking about teaching: open forum	<b>23</b> 12:10-1:00 Getting Started with Blackboard, LRC 203 5:10-6:00 Getting Started with Blackboard, LRC 203	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b> 12:10-1:00 TLC Talking about teaching: open forum 4:00-5:30 Great Books Kern 727B 5:10-6:00 Blackboard Tests, LRC 203	<b>28</b> 12:10-1:00 Blackboard Tools, LRC 203 5:10-6:00 Blackboard Tools, LRC 203	<b>29</b>	<b>30</b> 5:10-6:00 Talking about teaching open forum, LRC 210		



COLLEGE of the  
SEQUOIAS  
*the first step to success*

# October 2010 FLEX Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Interested in teaching in Ponderosa and using the ParScore system? Contact Betty Norton (x3720) for individualized training.				1	2
3	4 12:00-1:00, TLC, FIG Proposal Workshop  12:10-1:00, LRC 203, PowerPoint for Beginners	5 5:10-6:00, LRC 203, PowerPoint for Beginners	6	7	8	9
10	11 12:00-1:00 PM Room 1 Giant Conversations: Professional Responsibilities and SLOs? 12:00-1:00, LRC 203, Early Alert. 4:00-5:30 Kern 727B, Great Books	12 12:00-1:00, TLC, The On Course Game is On!  5:10-6:00PM LRC 203 Open Online Educational Resources (OER)	13 12:10-1:00,TLC, Talking about Teaching: Open Forum	14	15 12:00-1:00, TLC, The On Course Game is On!	16
17	18 12:00-1:00, TLC FIG Proposal Workshop	19 12:10-1:00, TLC, Talking about Teaching: Open Forum 5:10-6:00 Pm LRC 203 Getting Started with Blackboard	20 12:10-1:00, LRC 203 Excel for Beginners	21 12:10-1:00, TLC Copyright and Fair Use in the Classroom 5:10 -6:00 PM , LRC 203 Excel for Beginners	22	23
24	25 4:00 – 5:30 Kern 727 B, Great Books	26 12:10-1:00, TLC Active Lectures  5:10-6:00, LRC 210 , Active Lectures	27 12:10-1:00, TLC Open Online Educational Resources	28 12:00-1:00, TLC, On Course Discussion	29	30 
31	Flex Credit offered for all trainings listed. Flex credit cannot be earned during regularly scheduled instruction time					






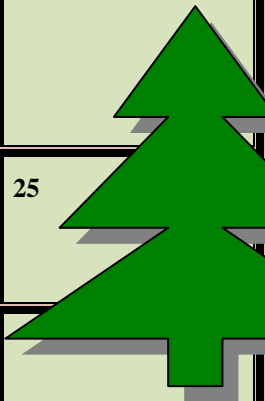


# November 2010 FLEX Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p><i>Please RSVP for workshops to <a href="mailto:tlc@cos.edu">tlc@cos.edu</a>.</i></p>	1	2 12:10-1:00, LRC 203, Excel for Beginners	3 12:10-1:00, LRC 203, PowerPoint for Beginners	4	5 ASIST Training	6 ASIST Training
7	8 12:10-1:00 Room 1 Giant Conversations Ricardo Diaz opening doors to excellence program  1:30-3:00 Extended session: Opening doors to excellence program with Ricardo Diaz  Kern 727 B, 4:00-5:30 Great Books	9 12:10-1:00, LRC 203, PowerPoint for Beginners	10 12:10-1:00, LRC 203, Excel for Beginners  3:00-5:00, LRC 203, Safe Zone  5:00-7:00PM, Ponderosa (350), Veterans' Appreciation Day	11	12	
14	15 12:10-1:00, LRC 210, Introduction to Online Teaching	16 12:10-1:00, LRC 210, Introduction to Online Teaching  1:00-4:00 Basic skills consortium	17	18 12:10-1:00, TLC, On Course: Personal Responsibility Strategies	19	20
21	22 Great Books Kern 727 B, 4:00-5:30	23	24	25	26	27
28	29	30	 <p><b>Custom Blackboard and other technology training available. Please contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>.</b></p>			



# December 2010 FLEX CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p>Custom Blackboard and other technology training is available. Please contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>.</p>		<p>1</p> 	<p>2</p> <p>9:00– 10:00 am LRC 210, PLATO Webinar</p> <p>12:10-1:00, LRC 203, Excel for Beginners</p>	3	4
5	6	<p>7</p> <p>12:10-1:00, LRC 203, PowerPoint for Beginners</p>	<p>8</p> <p>12:10-1:00, TLC, Kellogg Institute</p> <p>2:00-3:00 PM, LRC 203, PLATO Webinar</p>	9	10	11
12	<p>13</p> <p>12:10-1:00PM Giant Conversations: What is the EEO Plan and How does it affect hiring?</p>	<p>14</p> <p>9:00-10:00, LRC 210, PLATO Webinar</p>	15	16	17	18
19	20	21	22	23	24	25
<p>26</p> 	27	28	29	30		



# February 2011 FLEX CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Custom training is available. Please contact Deborah Nolan at deborahn@cos.edu.</p>	<p>1 LRC 203 12:00-1:00 Blackboard</p>	<p>2 LRC 203 12:00-1:00 Blackboard</p>	<p>3 LRC 203 12:00-1:00 Safe Assign</p> <p>LRC 203 5:00-6:00 Safe Assign</p>	<p>4</p>
<p>7 LRC 203 12:00-1:00 SharePoint for Beginners</p> <p>LRC 203 5:00-6:00 Copyright and Fair Use in the Classroom</p>	<p>8 Room 1 10:00-11:30 FERPA</p> <p>LRC 203 12:00-1:00 Safe Assign</p> <p>LRC 203 5:00-6:00 Safe Assign</p>	<p>9 LRC 203 12:00-1:00 Blackboard</p>	<p>10 LRC 203 12:00-1:00 Copyright and Fair Use in the Classroom</p>	<p>11</p> 
<p>14 LRC 203 12:00-1:00 Online Educational Resources</p> <p><i>Room 1, 12:00-1:00 Giant Conversations: SB 1440</i></p> <p><i>Kern 729A 4:00-5:30 Great Books</i></p> <p>LRC 203 5:00-6:00 Online Educational Resources</p>	<p>15 LRC 210 12:00-1:00 Mental Health Services</p> <p><i>LRC 203, 5:10-6:00 PM New Faculty Orientation with Blackboard</i></p>	<p>16</p> <p><i>TLC (Giant Forest 204) 12:00-1:00 iPhone with Terry Gray</i></p>	<p>17</p> <p>LRC 203 5:00-6:00 PowerPoint for Beginners</p>	<p>18</p>
<p>21</p> 	<p>22 LRC 203 12:00-1:00 Blackboard</p>	<p>23 LRC 203 12:00-1:00 PowerPoint for Beginners</p>	<p>24 LRC 203 12:00-1:00 Excel for Beginners</p> <p>LRC 203 5:00-6:00 Excel for Beginners</p>	<p>25</p>
<p>28 LRC 203 12:10-1:00PM, New Faculty Orientation with Blackboard Kern 729A 4:00-5:30PM Great Books</p>		<p><i>Entries in italics were added after 2/1/11.</i></p>		<p>Adjunct instructors can earn \$25.00 for attending a one-hour FEC workshop!</p>





# March 2011 FLEX CALENDAR

\*All training sessions are facilitated by Deborah Nolan in the LRC, Room 203, unless otherwise Indicated.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Can't make a scheduled workshop?</b>  <b>Contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>, to arrange an individual session.</b></p>	<p>1  <u>12:10-1:00</u>, Online Educational Resources (OER), LRC 203*  <u>5:10-6:00</u>, OER</p>	<p>2  <b>Adjunct instructors can earn \$25.00 for attending a one-hour FEC workshop (while funds last)!</b></p>	<p>3  <u>12:10-1:00</u>, PowerPoint for Beginners  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>4  <u>9:10 – 10:00 AM</u>, PowerPoint for Beginners</p>
<p>7  <u>12:10-1:00</u>, Reaching the Hard-to-Reach Student, Kathleen Conway, LRC 210</p>	<p>8  <u>12:10-1:00</u> , iPhone, Terry Gray, LRC 205</p>	<p>9  <u>2:10-3:00</u>, Copyright and Fair Use in the Classroom</p>	<p>10  <u>12:10-1:00</u>, Excel for Beginners  <u>4:10-5:00</u>, Blackboard</p>	<p>11  <u>8:10-9:00AM</u>, New Faculty Talking about Teaching</p>
<p>14  <u>12:00-1:00</u>, Giant Conversations: Rob Johnstone, Giant Forest 204  <u>2:10-3:00</u>, Using Groups Effectively  <u>4:00-5:30</u>, Great Books, Kern 729A  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>15  <u>12:10-1:00</u>, Excel for Beginners  <u>3:10-4:00</u>, Using Groups Effectively</p>	<p>16  <u>1:10-2:00</u>, Using Rubrics to Support your Assessment Plan  <u>4:10-5:00</u>, PowerPoint for Beginners</p>	<p>17  <u>1:10-2:00</u>, Copyright and Fair Use in the Classroom  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>18</p>
<p>21  <u>4:10-5:00</u>, Using Rubrics to Support Your Assessment Plan  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>22  <u>12:10-1:00</u>, Using the New Bloom's Taxonomy to Support Your Assessment Plan  <u>3:10-4:00</u>, Blackboard</p>	<p>23  <u>11:10-12:00</u>, Blackboard  <u>2:10-3:00</u>, Using the Multiple Intelligences Theory to Enhance Your Lectures</p>	<p>24  <u>12:00-1:00</u>, Using the Multiple Intelligences Theory to Enhance Your Lectures  <u>1:10-2:00</u>, Blackboard</p>	<p>25</p>
<p>28  <u>4:00-5:30</u> Great Books, Kern 729A  <u>4:10-5:00</u> Using Rubrics to Support Your Assessment Plan  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>29  <u>12:10-1:00</u>, Using Rubrics to Support Your Assessment Plan  <u>5:10-6:00</u>, New Faculty Talking about Teaching</p>	<p>30  <u>12:10-1:00</u>, PowerPoint for Beginners</p>	<p>31  <u>2:10-3:00</u>, Using the Multiple Intelligences Theory to Enhance Your Lectures  <u>3:10-4:00</u>, PowerPoint for Beginners</p>	<p><b>Have an idea for a workshop? Contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>.</b></p>





# April 2011 FLEX CALENDAR

**We move to Bb 9.1 in the fall. Get an orientation to the new look! All Bb trainings are in LRC 203.**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Can't make a scheduled workshop? Contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>, to arrange an individual session.</i></p>	<p><i>Have an idea for a workshop? Contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a>.</i></p>	<p><i>Adjunct instructors can earn \$25.00 for attending a one-hour FEC workshop (while funds last)!</i></p>	1	2
<p>4 12:10-1:00, Bb 9.1</p>	<p>5 12:00-1:00 On Course II Brown Bag, LRC 203  5:10-6:00PM Bb 9.1</p>	<p>6 12:10-1:00, Bb 9.1</p>	<p>7 11:00-1:00 Basic Skills Tracking Student Progress, LRC 210 2:00-4:00PM Labor Market Training Webinar, LRC 210</p>	8
<p>11 12:00-1:00PM, Giant Conversations with Bill and Duncan: SLOs, PLOs, ILOs—Oh My! Come and hear what full implementation means for us during this accreditation cycle.</p>	<p>12 12:10-1:00, Bb 9.1</p>	<p>13 7:10-8:00 AM Bb 9.1</p>	<p>14 5:10-6:00PM Bb 9.1</p>	15
<p>18 - 22 Spring Break</p>				
<p>25 5:10-6:00PM Bb 9.1</p>	<p>26 7:10-8:00 AM Bb 9.1</p>	<p>27 12:00-1:00, iPhone with Terry Gray</p>	<p>28 11:00-1:00 Basic Skills Course Assessment Basics, Room 1 12:10-1:00, Bb 9.1</p>	29



# May 2011 FLEX CALENDAR

We move to Bb 9.1 in Fall 2011. Get an orientation to the new look! All Bb trainings are in LRC 203.

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4 12:10-1:00 – Bb 9.1	5 12:10-1:00 – Bb 9.1	6
9 12:00-1:00PM, Giant Conversations: Wrap Up with the President: Open Q&A on Past, Present, Future, Room 1  3:10-5:00PM, Safe Zone, LRC 210  4:00-5:30 PM, Great Books, Kern 729A	10 12:10-1:00 – Bb 9.1	11	12 12:10-1:00 – Bb 9.1	13
16	17	18 12:10-1:00 – Bb 9.1	19	20 <b>Final Exams</b>
23 <b>Final Exams</b>	24 <b>Final Exams</b>	24 <b>Final Exams</b>	26 <b>Final Exams Commencement</b>	27
30 Holiday – Memorial Day Campus Closed	31	Can't make a scheduled workshop? Contact Deborah Nolan at <a href="mailto:deborahn@cos.edu">deborahn@cos.edu</a> , to arrange an individual session.	Adjunct instructors can earn \$25.00 for attending a one-hour FEC workshop (while funds last)!	

**Survey Results  
& Analysis**

for

**Distance Education Student Satisfaction Survey**



Tuesday, May 13, 2008  
Powered by Vovici EFM  
[www.vovici.com](http://www.vovici.com)

## **Executive Summary**

This report contains a detailed statistical analysis of the results to the survey titled *Distance Education Student Satisfaction Survey*. The results analysis includes answers from all respondents who took the survey in the 27 day period from Tuesday, April 15, 2008 to Monday, May 12, 2008. 163 completed responses were received to the survey during this time.

## Survey Results & Analysis

**Survey:** Distance Education Student Satisfaction Survey

**Author:**

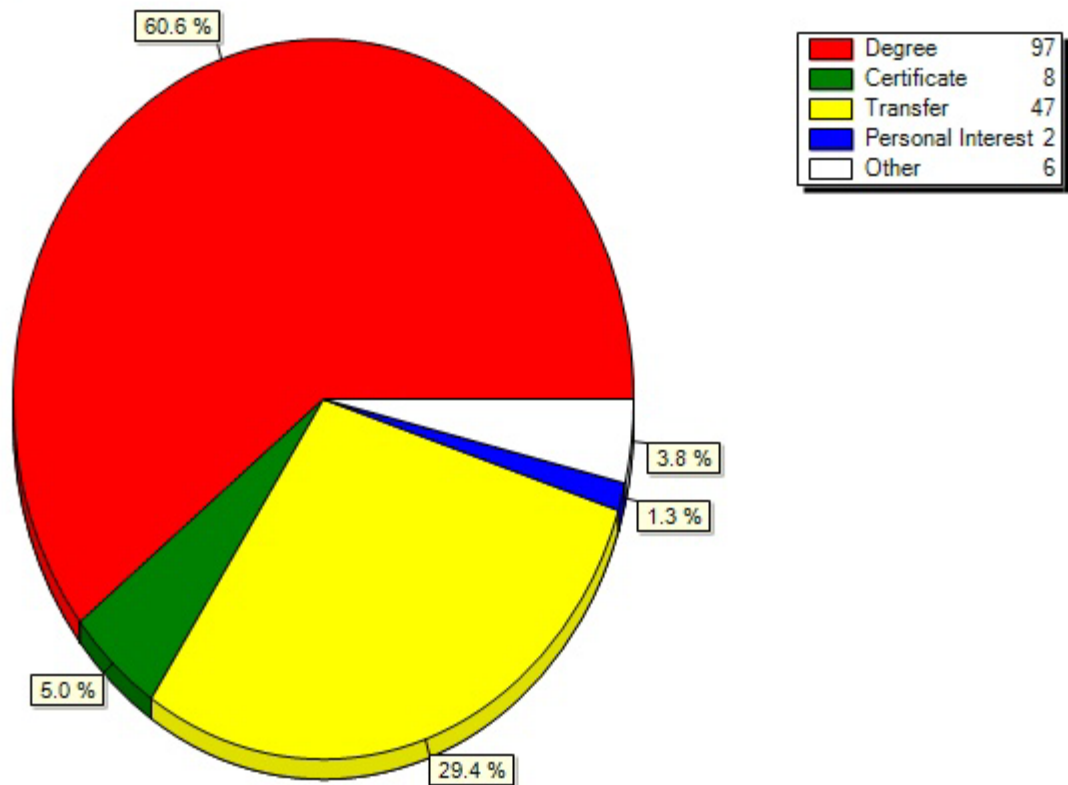
**Filter:**

**Responses Received:** 163

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### 1) What is your educational goal?

1) What is your educational goal?

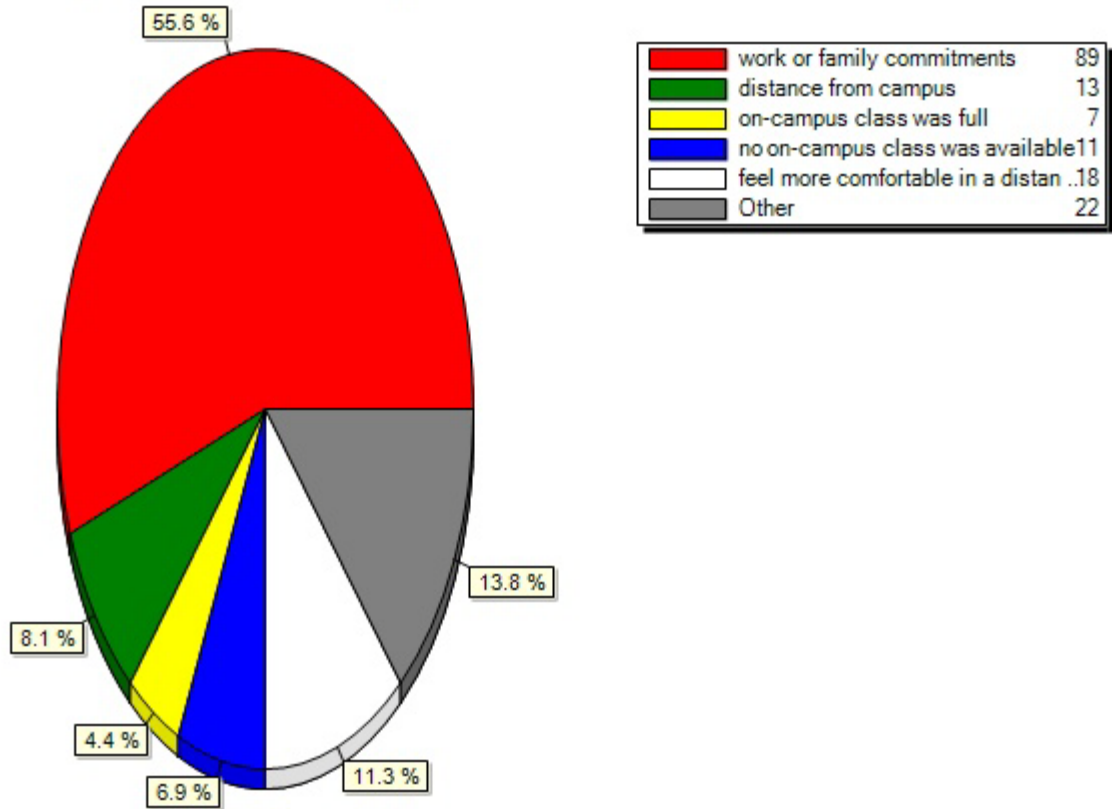


#### Other Responses:

NA
associate degree and transfer
AS Degree and Transfer 4-yr inst later
RN Licensure
Continuing Education for Employment
Transfer with an AS Degree
Registered Nursing Program

**2) What was your primary motivation for taking a distance education course?**

2) What was your primary motivation for taking a distance education course?



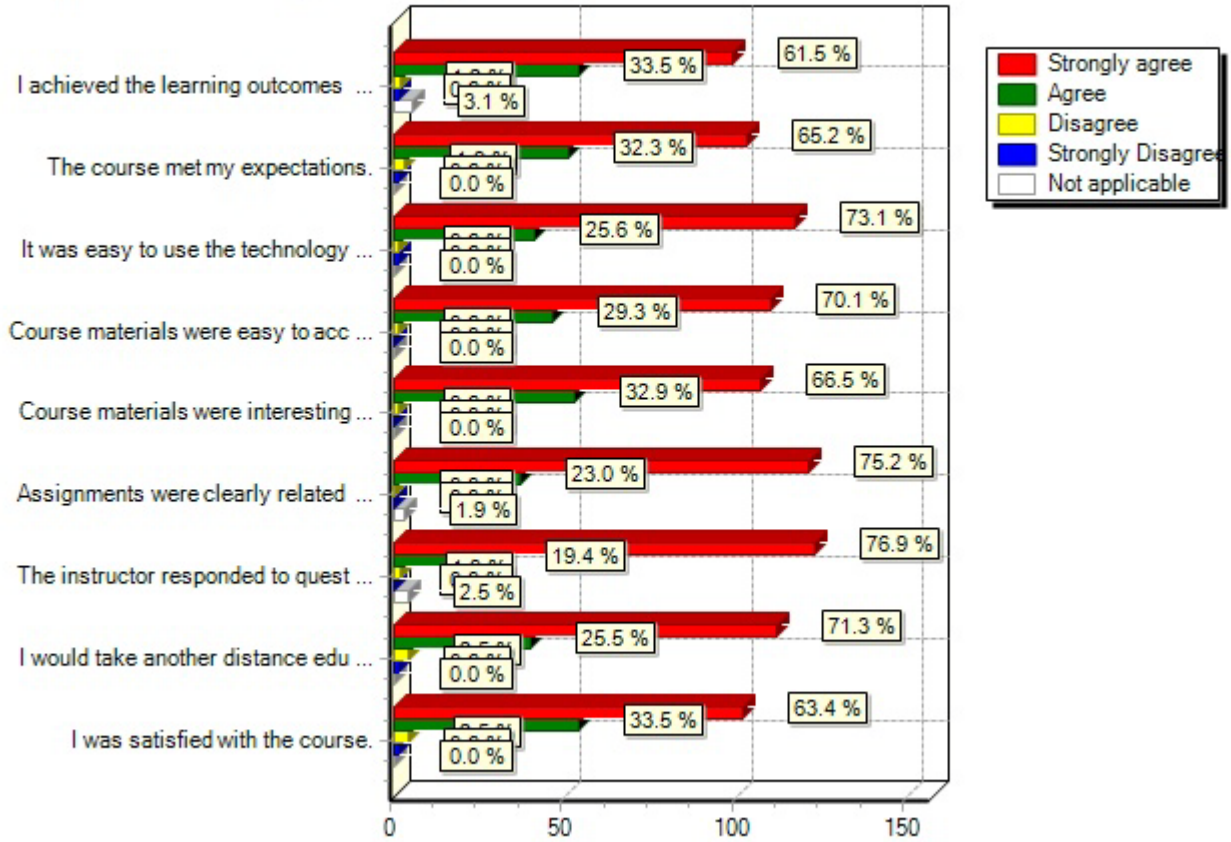
Other Responses:

good opportunity for interaction
fit into my school schedule better
I 'm in the classroom where the class is
no night classes, work during day
Convenience
I like the flexibility it affords me
I am handicap, cannot attend on campus

Schedule was full for class days.
only class that fit into schedule
instructor splits time
This was the class available
On Campus Class-Room available
Preferred Instructor
Preferred Professor on subject
wasn't content with the on campus class
My first time taking an online course
but I'm very thankful for how it worked
to get the teacher I wanted
to get the teacher I wanted
I didn't know it was a distance ed.
I didn't know it was until I was enrolle
really liked it for anatomy, and the tch
Save on gas

3) Please answer these questions using the following choices:

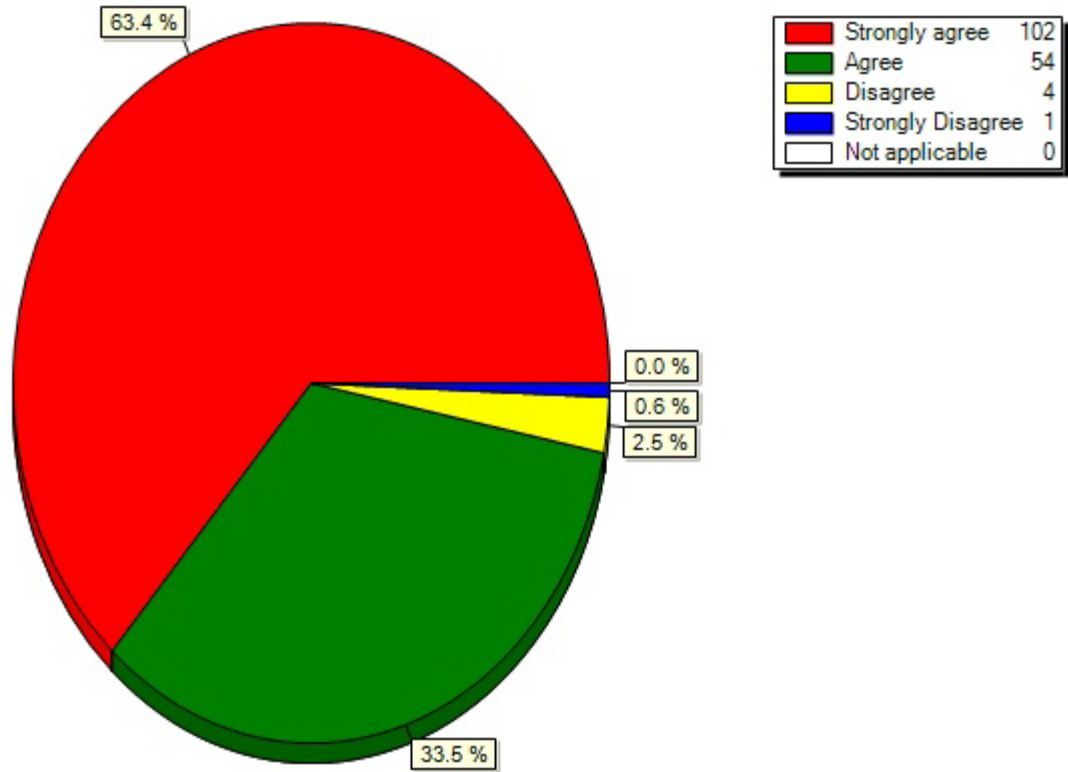
3) Please answer these questions using the following choices:





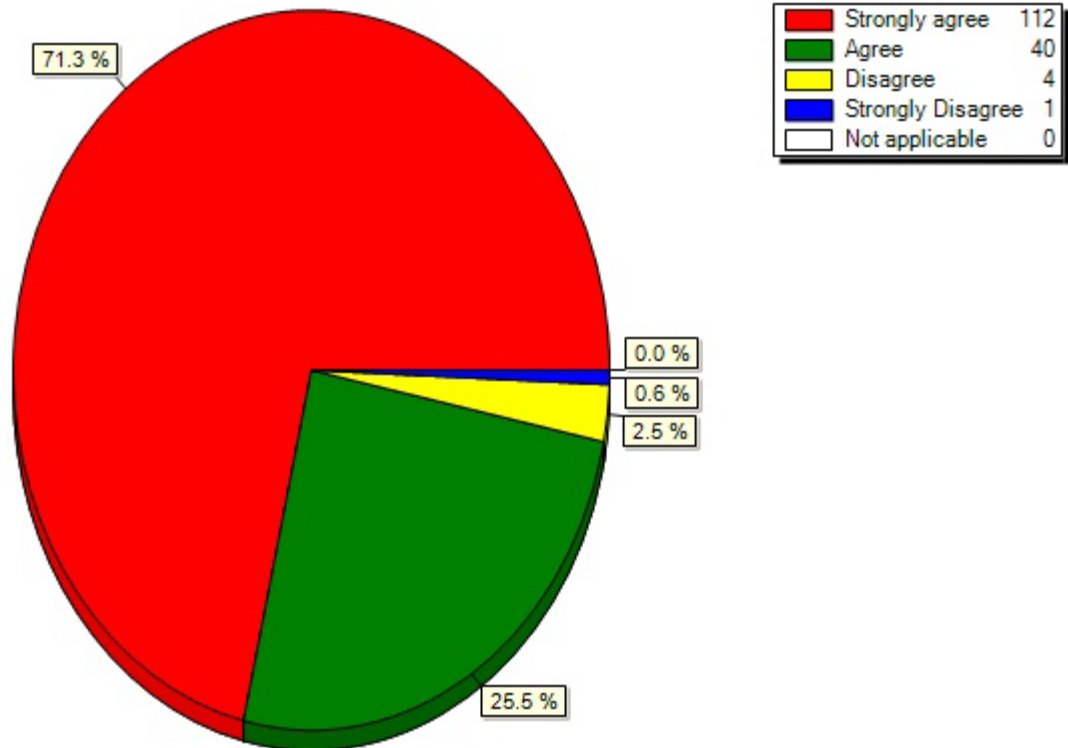
3.1) I was satisfied with the course.(Please answer these questions using the following choices:)

3.1) I was satisfied with the course.(Please answer these questions using the following choices:)



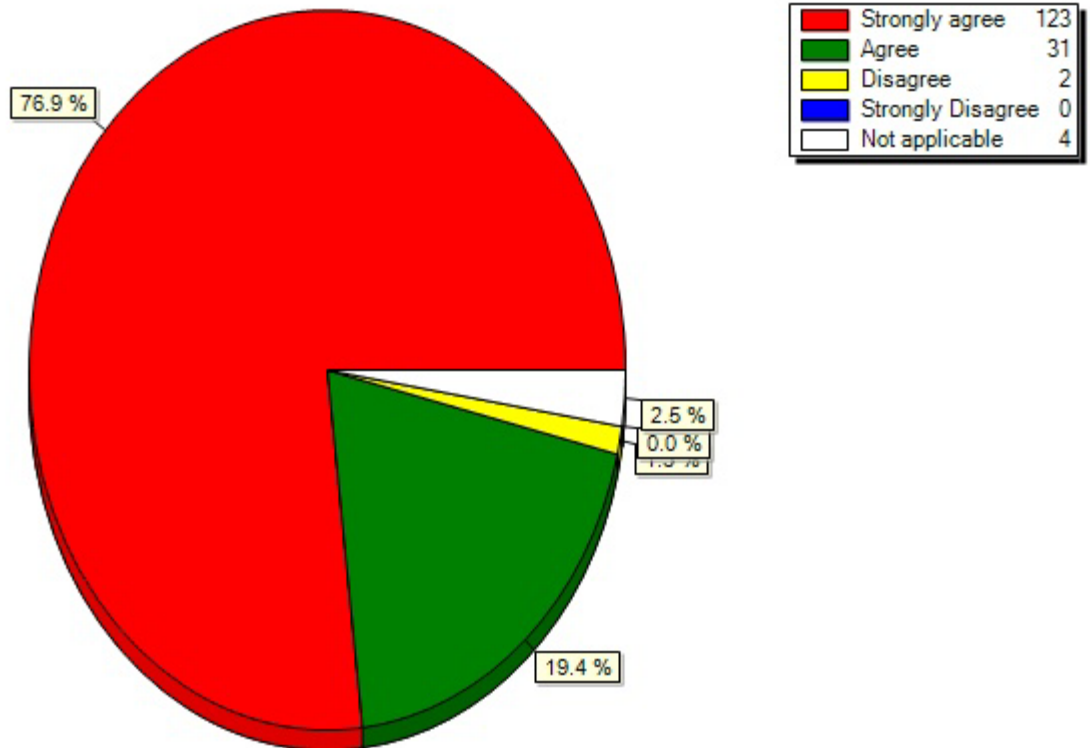
3.2) I would take another distance education course from COS.(Please answer these questions using the following choices:)

3.2) I would take another distance education course from COS.(Please answer these questions using the foll



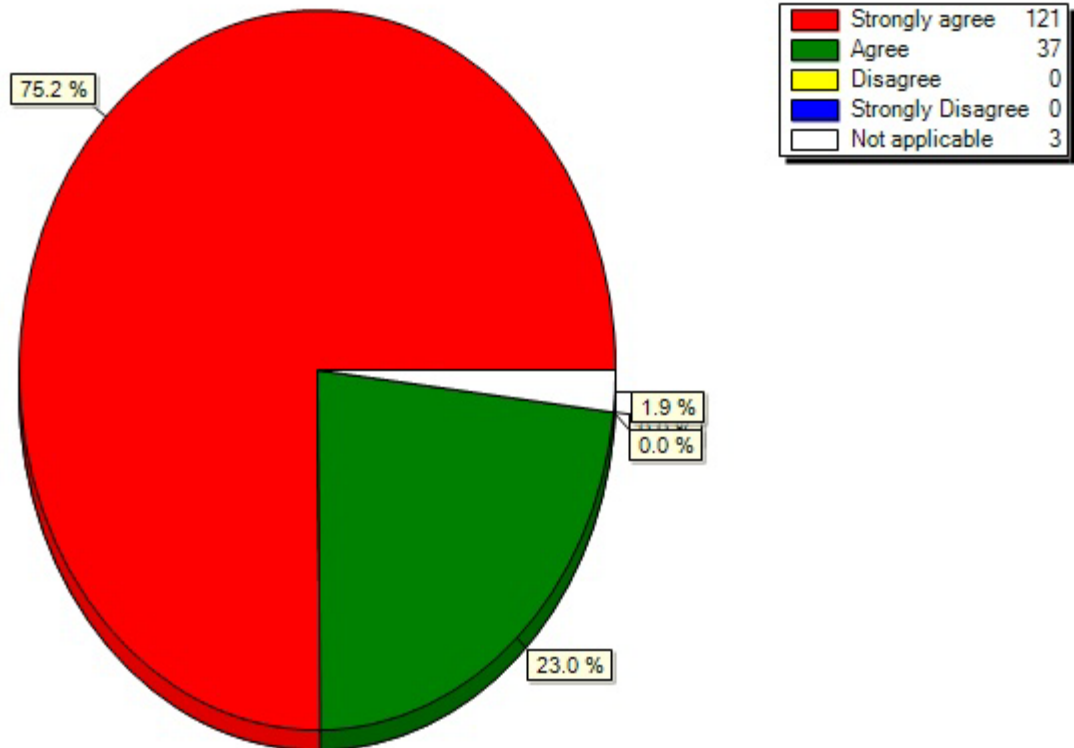
3.3) The instructor responded to questions in a timely fashion.(Please answer these questions using the following choices:)

3.3) The instructor responded to questions in a timely fashion.(Please answer these questions using the fo



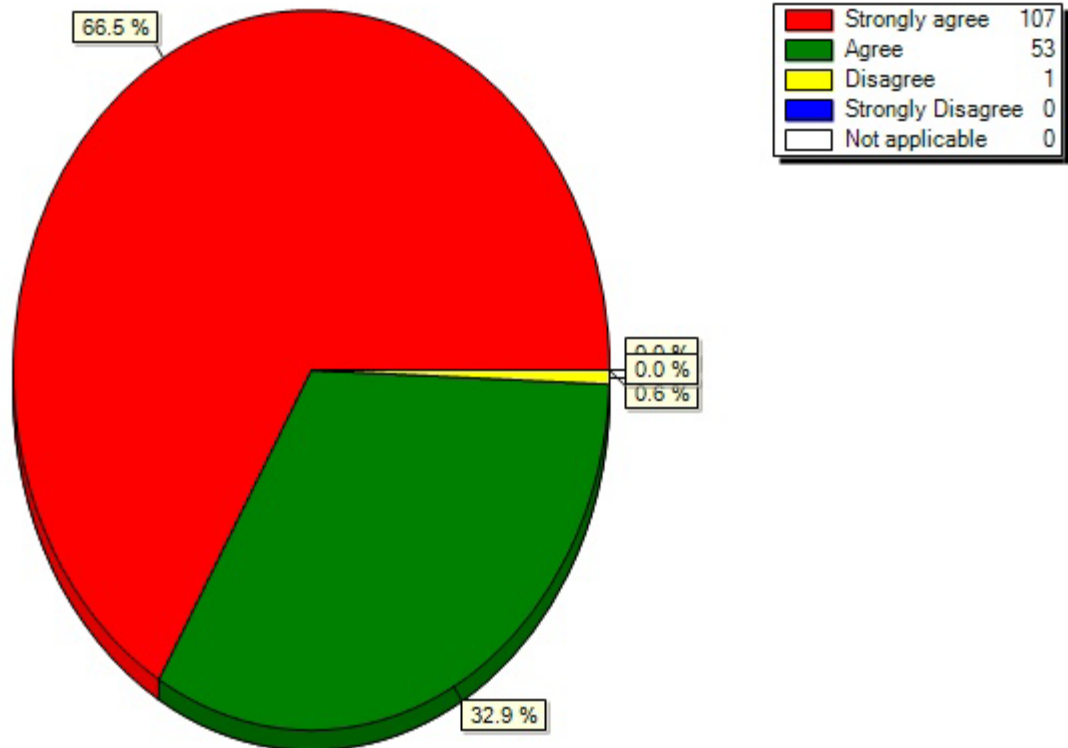
3.4) Assignments were clearly related to course learning outcomes and objectives.(Please answer these questions using the following choices:)

3.4) Assignments were clearly related to course learning outcomes and objectives.(Please answer these ques



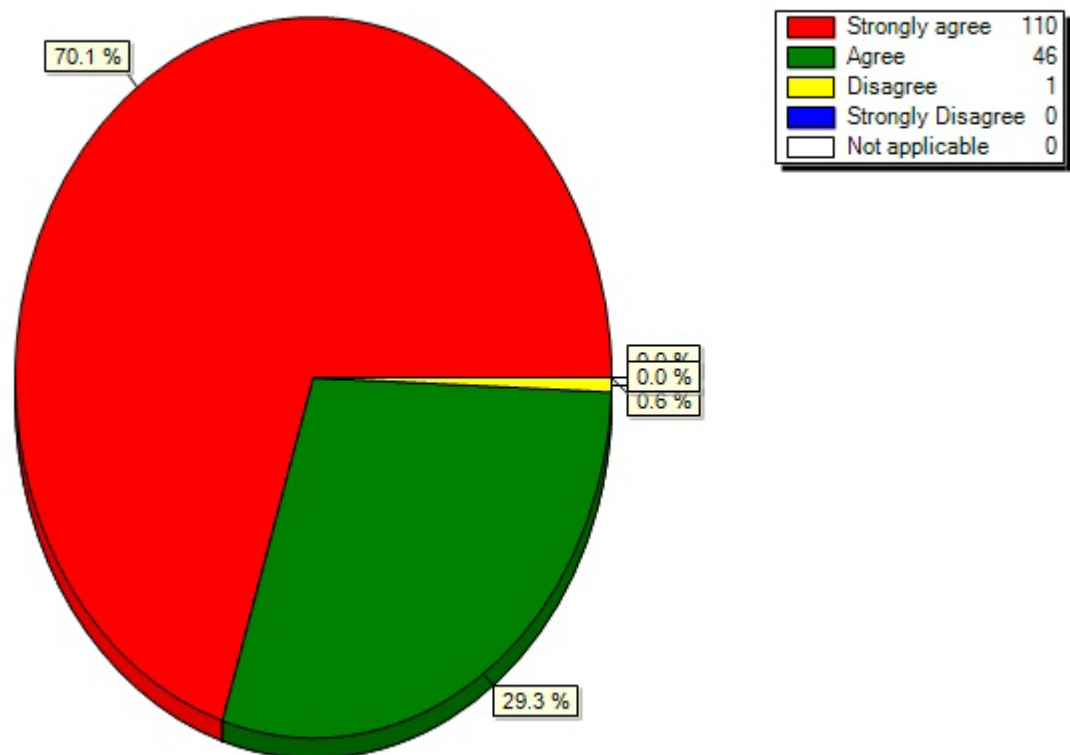
3.5) Course materials were interesting.(Please answer these questions using the following choices:)

3.5) Course materials were interesting.(Please answer these questions using the following choices:)



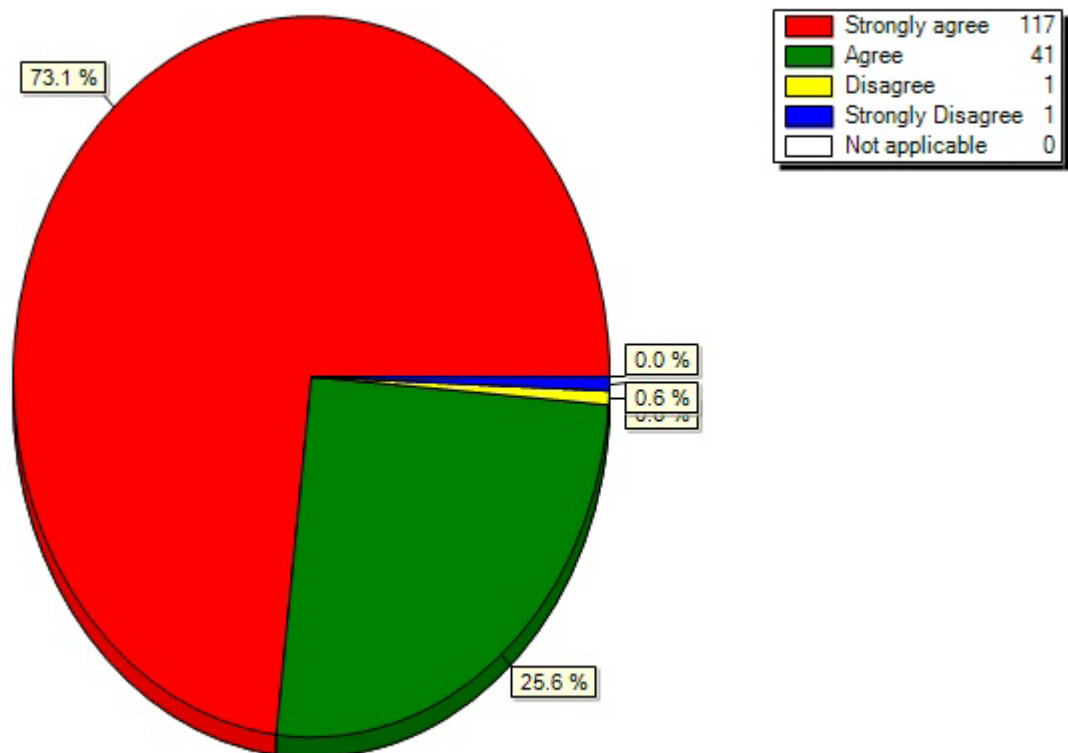
3.6) Course materials were easy to access.(Please answer these questions using the following choices:)

3.6) Course materials were easy to access.(Please answer these questions using the following choices:)



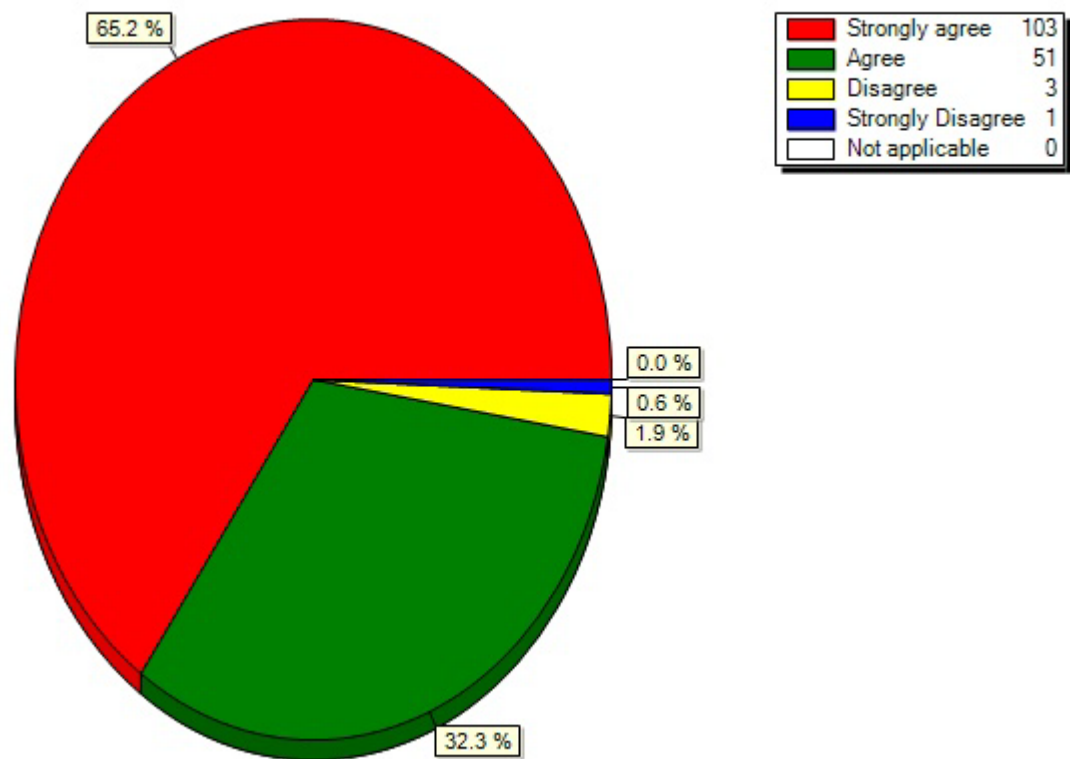
3.7) It was easy to use the technology for the course (for example, Blackboard). (Please answer these questions using the following choices:)

3.7) It was easy to use the technology for the course (for example, Blackboard). (Please answer these quest



3.8) The course met my expectations.(Please answer these questions using the following choices:)

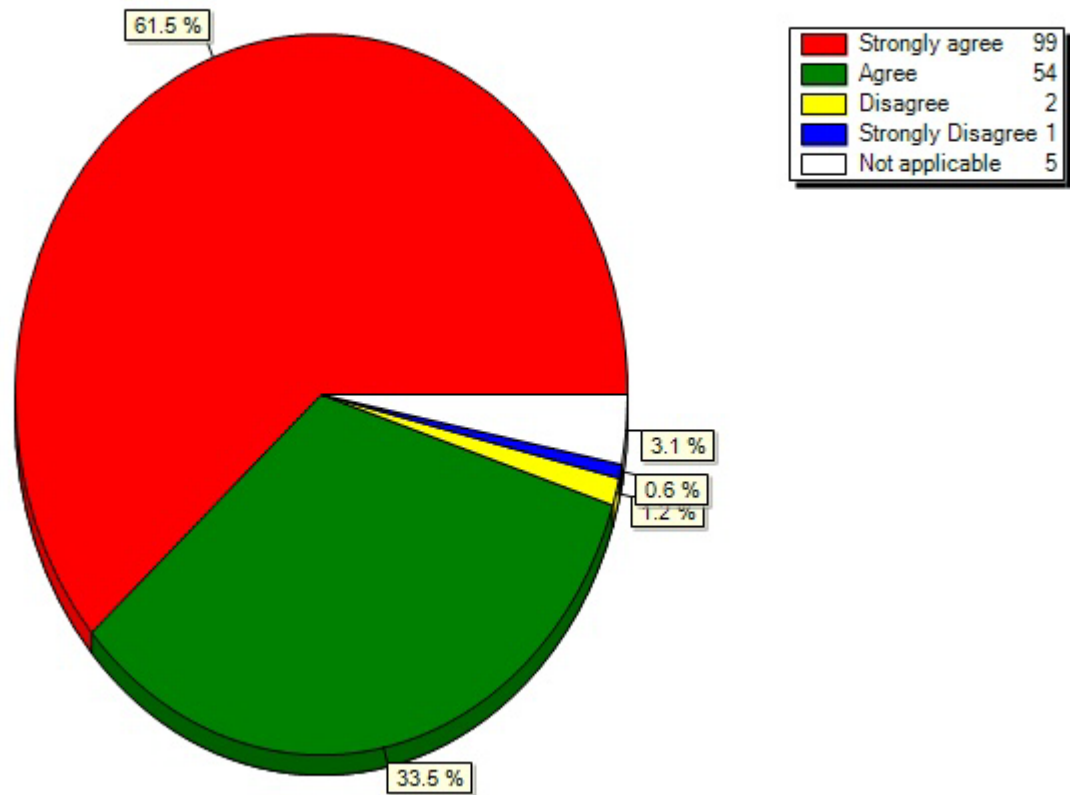
3.8) The course met my expectations.(Please answer these questions using the following choices:)





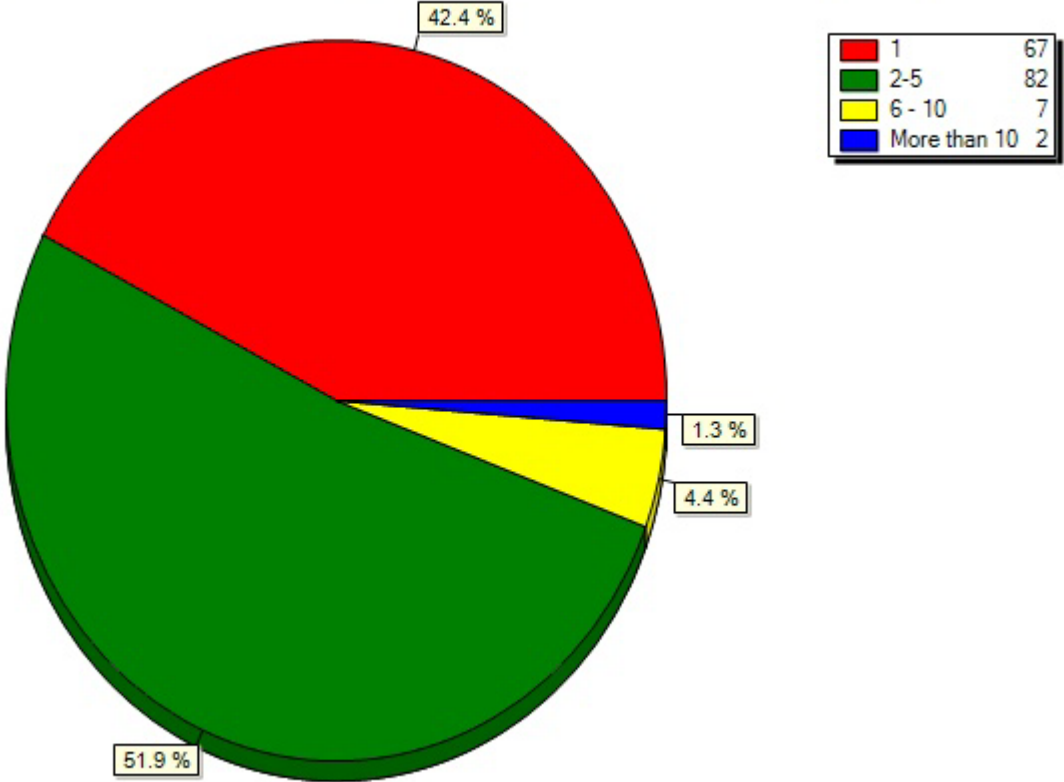
3.9) I achieved the learning outcomes for the course.(Please answer these questions using the following choices:)

3.9) I achieved the learning outcomes for the course.(Please answer these questions using the following ch



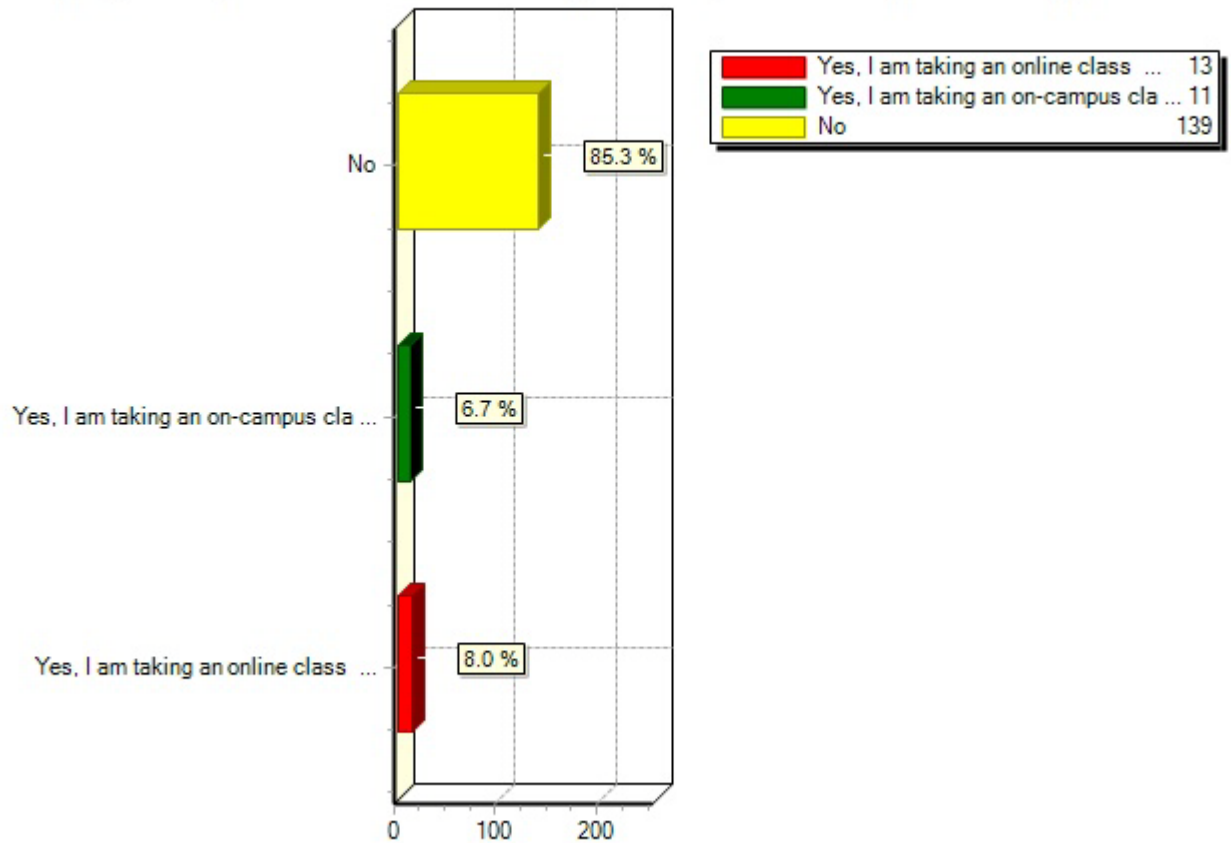
4) How many distance education classes have you taken (online, interactive television, correspondence)?

4) How many distance education classes have you taken (online, interactive television, correspondence)?



5) Are you taking a class or classes at another college or university this semester? (Check all that apply.)

5) Are you taking a class or classes at another college or university this semester? (Check all that apply)

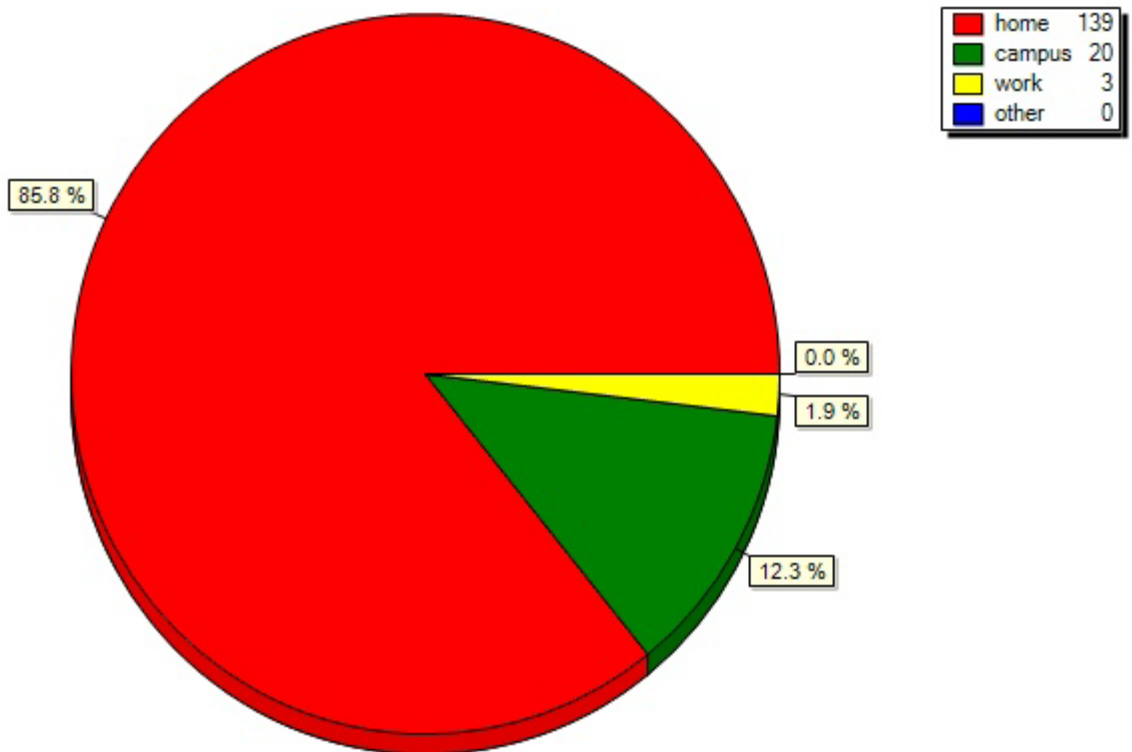


**6) What is the subject of this other class or classes? (For example, biology, English, sociology, etc.)**

<b>What is the subject of this other class or classes? (For example, biology, English, sociology, etc.)</b>
English
Music Appreciation, Choir, Track, Statistics, and History 18
COMM4
Medical terminology
Java Script
computer 5
history
Business
Music appreciation
nursing
Anatomy
Biology, Earth Science, Computer, History, and Philosophy
government
World History, Math, Art
Sociology, Government
Fire Technology class and an EMT class
paralegal
biology
nursing
math
math
Nursing Fundamentals

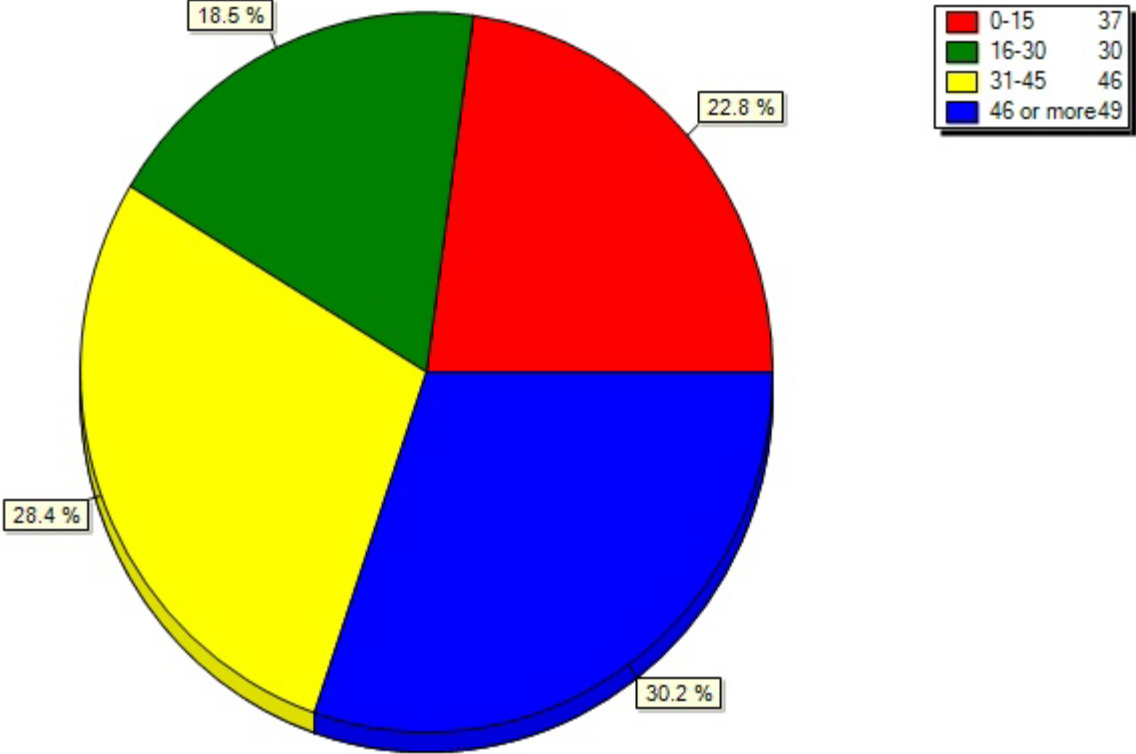
7) Where did you most frequently use a computer for your online course?

7) Where did you most frequently use a computer for your online course?



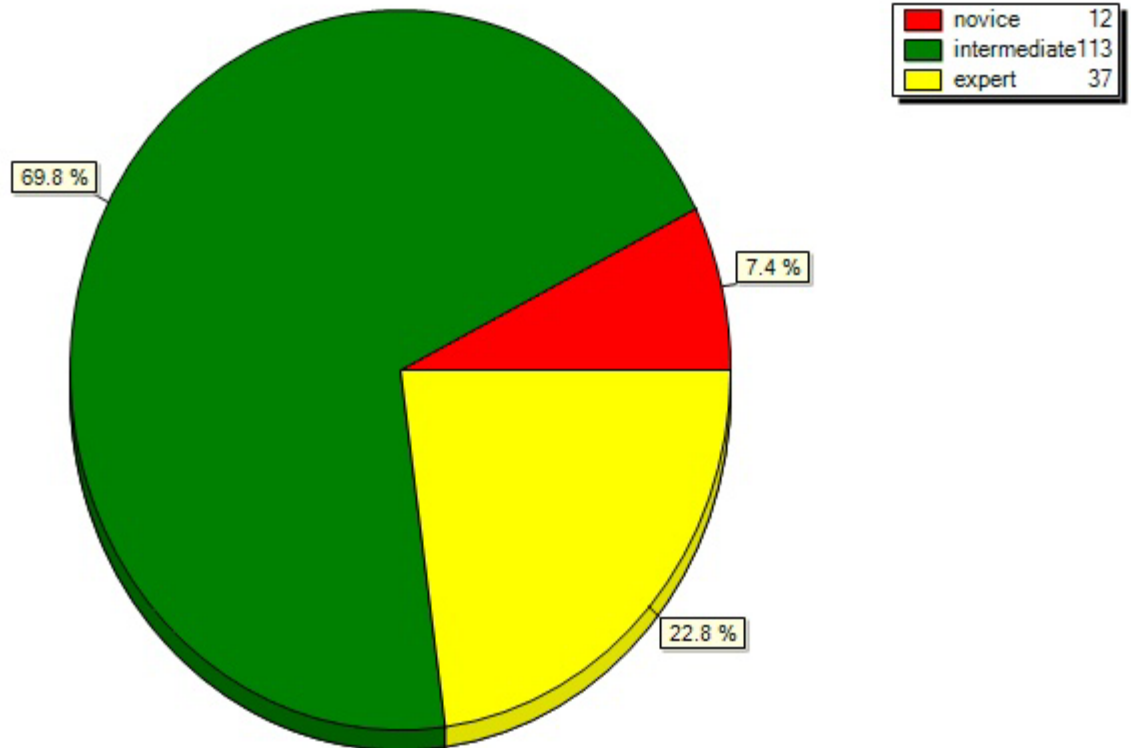
8) How many college credits have you completed at COS?

8) How many college credits have you completed at COS?



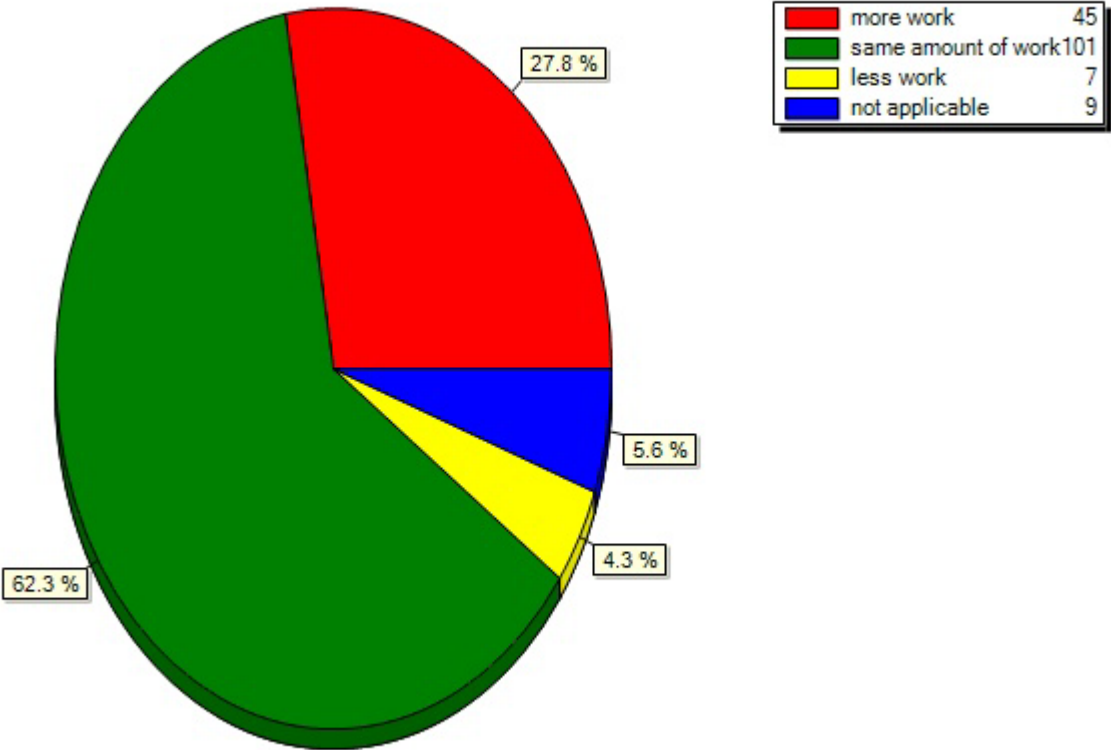
### 9) How would you rate your computer expertise?

9) How would you rate your computer expertise?



10) How would you compare an online course to an on-campus course in terms of the time you spent working on the course?

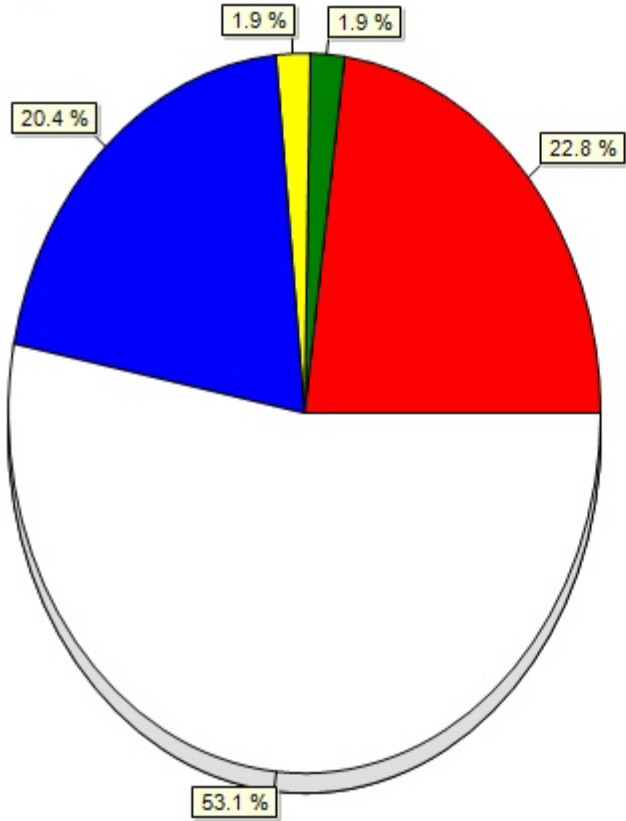
10) How would you compare an online course to an on-campus course in terms of the time you spent working o





11) How many hours are you employed each week?

11) How many hours are you employed each week?



Not employed	37
1 - 5 hours	3
6 - 10 hours	3
11 - 20 hours	33
More than 20 hours	86

12) If you could complete your degree or certificate online, would you choose to do so?

12) If you could complete your degree or certificate online, would you choose to do so?

